

THE SCHOOL JOURNAL

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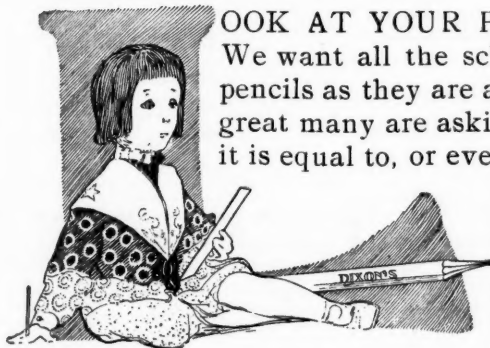
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending October 19, 1907

No. 14

OSSIAN LANG, Editor.

Banquo's Ghost.

Where are the men who declared with prophetic positiveness, not so many moons ago, that co-education is a settled problem so far as America is concerned? Perhaps they are on a journey or are busy saying things on other topics. President Hamilton, of Tufts, is convinced that his college is doomed unless it abandons its co-educational plan. Other educational institutions of New England and elsewhere have begun to see the problem in the same light. In the West, too, where co-education was readily adopted because of absence of traditions, doubts are beginning to rise and spread.

President Schurman, of Cornell University, may want to recall his statement made in 1898, to the effect that there is no call for the questioning of the workings of co-education. Perhaps he will not, speaking only for Cornell.

Experience has shown that young men prefer not to attend co-educational colleges. An increase in the number of girls appears to be followed by a corresponding decrease in the number of boys. In other words, co-educational institutions tend toward feminization. We may substitute theories for the working of Nature's laws, but these latter laws are bound to win in the end.

The practice and experience of State colleges and universities receiving State subsidies, which have an exclusively, or almost exclusively, local attendance, is of little value in the determination of the question. Young people will take a free education even despite disadvantages. The more expensive colleges are not co-educational. Parents who can afford to pay a good price send their sons and daughters to mono-sexual institutions. That is one fact to bear in mind.

However, this matter of co-education in the colleges will take care of itself. The choice of the young people enters more emphatically into the question than it does in the schools of lower grade. The really serious problem is that of co-education in the high schools. The majority of these schools are co-educational from economic necessity. It is practically only in the larger cities that a choice is left to the citizens.

The age at which children enter the high school is a most critical period. Physiological changes are taking place that almost demand separate courses of study for boys and girls. While strenuous activity is most desirable for the boys, good sense requires that the girls undergo comparatively little strain. Yet the average co-educational high school course pays no attention whatever to these differences in needs. It is either based entirely on the working capacity of boys or it seeks to strike a compromise. In the former case it involves serious dangers to the young woman. In the latter case it discourages ambitious boys.

There is no objection to having boys and girls occupy the same rooms, where available funds necessitate a single high school. But even here a distinct line should be drawn. An approach to individual instruction is most desirable. At any

rate, our present high school organization is altogether wrong. The fact that it has been permitted to continue so long proves merely that high school people are more anxious about the studies than about the students, and that they are, as a class, woefully lacking in a knowledge of physiologic and pedagogic laws. It certainly does not argue in favor of the excellence of that organization.

Co-education is not a settled question, *ex-cathedra* declarations notwithstanding.

Habit and Progress.

Habit is a mighty fortress. To overcome the habits of thinking with which a generation has surrounded itself is a task of considerable magnitude. Their conquest is a victory greater than any that brute force can achieve. The leaders in the conquest are the great generals of civilization. The newer histories are going to recognize this fact more fully than the past has done, and the young people in the schools will learn something of the real causes of humanity's progress. The generation that is growing up under the sway of our crude endeavors to magnify the arts of peace, will furnish the leaders who can see clearly the milestones that have genuine significance in our development as a people and as a great human brotherhood.

Hurrah for Buffalo!

The Democrats of the city of Buffalo have endorsed Superintendent Emerson. The school superintendency is by this significant move taken entirely out of party politics. Dr. Jacob Goldberg, a former Democratic assemblyman, said:

For fourteen years we have had at the head of our public schools a man who stands high as an educator, and a good citizen. We are loyal to our little ones when we place them in charge of such a man. The time has arrived when the schools should be divorced from all political maneuvering, when that department should not be influenced by political intrigue or log-rolling.

The Democratic Buffalo *Courier* writes:

By his vigorous force, his proved executive ability, his long experience and rare equipment as an educator, and his universally recognized achievements as the directing head of Buffalo's public school system, Superintendent Emerson has worthily earned the unusual compliment of receiving the nomination from the two leading political parties of the city.

The *Express* says:

Mr. Emerson, indeed, has had the rare fortune to convince every element in the community that he is the right man and the only man to be at the head of the public schools.

The Independence League has also made Mr. Emerson its candidate. The Prohibition party voted to make no nomination.

Mr. Emerson has fully earned these flattering endorsements. All good citizens ought to be even more thankful for the good that will come to the

schools as a result of the unanimous support accorded to their faithful superintendent. Thru the length and breadth of the country the action of the citizens of Buffalo will be praised. A city that can rise to such an eminence of civic conscience is a pretty good place to live in and bring up one's children in.

Maxwell Speaks.

"Freedom Under the Law in Education," was Dr. Maxwell's subject when he spoke the other night at the opening of the department of pedagogy of the Brooklyn Institute. The following are a few significant paragraphs from this address:

An example of bondage to a traditional method is the practice in this city of instructing a class, no matter how large, as a unit, instead of dividing it into groups for the purpose of study and recitation, as experience has amply demonstrated is the better way.

Another example, even more striking, is the adherence of some teachers (I trust the number is constantly diminishing) to the traditional method of discipline thru corporal punishment, tho medical science has proved that children have been beaten and abused for thousands of years for faults which are due not to natural perversity but to pathological conditions.

The law of loyalty involves the duty which the teacher owes his nation, State, and city in carrying out the objects for which the public schools are supported by taxation in a democratic community. From these fundamental principles it follows that every child has a right to an education at the public expense, and that the State or city is not justified in refraining from educating the blind, the deaf and dumb, the physically crippled, and the mentally defective. It follows, also, that it is not the business of the teacher to inculcate any political or social theory but to aim simply at the training of virtuous and intelligent citizens.

Use of the Libraries.

Interesting facts and figures with regard to the use made of our libraries come from the annual report of the New York State Department of Education.

"In the forty-five cities of the State, containing by the census of 1905, 5,700,675 inhabitants, or seventy-five per cent. of the total population of the State," says the report, "there are 2,499,408 books in the free circulating libraries, or an average of one hundred books for every 224 inhabitants. In fourteen cities, including New York, the supply of books is below this average. In thirty-one cities it is above the average. The library circulation in cities was 11,741,573, a gain of 1,634,627 or sixteen per cent. for the year. As compared with population this circulation was at the rate of two books for each inhabitant. As compared with the books available, every one hundred books were issued 461 times. In this respect New York City is above the average.

"While the city circulation was 11,741,573 for 5,700,675 inhabitants, the circulation outside of cities for 2,366,633 inhabitants was 2,068,439. This indicates that seventy per cent. of the population of the State living in cities use eighty-five per cent. of the books, and while in the cities each inhabitant had two books, in the country each had less than one, showing that the needs of scattered homes in the rural districts merit our attention.

"The city of New York has three public library systems, one for Manhattan, Bronx, and Richmond Borough, another for Brooklyn, and another for Queens Borough. The first has the great Astor and Lenox libraries for its reference department and reports in all 1,250,000 books, of which 565,482 are in the branches free for circulation. The Brooklyn Public Library has a large reference collection in its

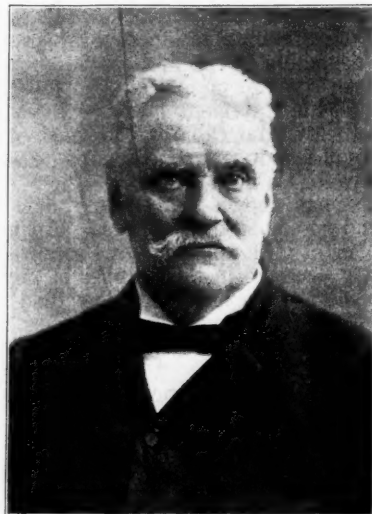
Montague Street branch, but all the other branches in the city are intended mainly for free circulation."

The circulating branch libraries in Greater New York are reported to possess 1,135,411 books, with an annual circulation record of 7,675,734.

Night Schools for Italian Laborers.

The Society for Italian Immigrants is planning to open night schools in the various construction camps of the Erie Canal enlargement scheme. The Society will engage the teachers and guarantee their salaries. The pupils will, however, pay one dollar a month each towards the support of the school.

These camp schools will be the first of their kind in New York State. The experiment has already been successfully tried in Pennsylvania. It has long been realized that the foreign laborer who cannot speak English is at the mercy of the contractor. The immigrant's ignorance gives a fine chance for graft which the contractor has not been slow to use. The victim's only hope is in learning English. He will now have a chance to do so.



N. P. BROWNING

N. P. Browning, who died recently at the age of seventy years, was for many years a school principal in Buffalo. His service in the schools of the State of New York covers probably fifty years.

Educational Meetings.

- October 24-26—Maine State Teachers' Association, Bangor.
- October 24-26—Northern Illinois Teachers' Association, Moline.
- October 25—Middlesex County (Mass.) Teachers' Association, Boston.
- November 1—Essex County (Mass.) Teachers' Association, Peabody.
- November 7, 8.—Southern Association of colleges and preparatory schools, Athens, Ga.
- November 7-9—Wisconsin State Teachers' Association, Milwaukee.
- November 8—Superintendents Association of New England, Boston.
- November 29, 30—Inter-County Teachers' Association of Southwestern Indiana, Evansville.
- December 26-28—Montana State Teachers' Association, Missoula.
- December 26-28.—New York State Teachers' Association, Syracuse.
- December 30, 31-January 1.—Associated School Boards of South Dakota, Watertown.
- December 31-January 3, 1908—Colorado State Teachers' Association.

A college must decide which it is going to be, a college for men or for women, it cannot exist as both.

PRESIDENT CHARLES W. ELIOT.
of Harvard University.

Brazil's Educational Movement.

An experiment in commercial and industrial development in Brazil is being made in Rio de Janeiro at the present time, reports Consul-General G. E. Anderson, which offers some attractive features and may prove of interest and benefit to those portions of the United States which are concerned in such movements. Mr. Anderson describes it as follows:

This experiment is a concern which combines a commercial institution and a permanent museum or exposition, the ultimate object of which is not only to make known to the business world the natural resources of Brazil in industry and commerce, but to build up a working force of Brazilians who will not only be devoted to the exploitation of their country's riches, but who may have the advantage of special training for such work. The disappearance of the old-time plantation system of life in Brazil has led to the almost universal education of the young men of the wealthier families in the professions, and there has been little or no attention paid to commercial life or to agriculture. Many of the resources and riches of Brazil are not only unknown to the world at large, but are unknown to Brazilians as well.

The Rio de Janeiro institution is known as the Commercial Museum and Commercial Academy of Rio de Janeiro. It receives from the Government an appropriation for its support, but the appropriation is mainly used for rent and other incidental expenses, while much of the instruction given its pupils and the labor expended in the management of its affairs is performed for nominal salaries by business and professional men of the city as a matter of public spirit. The head of the enterprise is the editor of one of the leading newspapers of the city, and its board of managers includes a number of representatives of the most prominent Brazilian families. There is some income from commercial sources and the students pay tuition at a rate corresponding to that paid in American business colleges. The institution occupies two floors of a large building. The upper floor is devoted to administration and school rooms, while on the lower floor there is an exposition of Brazilian products.

COURSES OF STUDY AND METHODS OF INSTRUCTION.

There are about two hundred students matriculated in the academy. The course covers three years. The first year's work includes ordinary elementary instruction in line with the work of business colleges in the United States, tho somewhat more general. The second year's work includes instruction in the more advanced lines of business courses, various languages, and commercial affairs generally. The third year's work includes special work in the study of Brazil's resources, actual and potential, international exchanges and trade, and similar branches. Work in all the courses, and particularly in the advanced course, is carried on in connection with the museum or exposition. The study of the cotton industry, for example, is carried on in combination with the display of cotton in the museum, and correspondence with the several parts of Brazil producing cotton is maintained. The possibilities of the rubber trade are studied not only from the ordinary sources, but with reference to the museum's display of rubber in the various forms and varieties of its production. The plan is followed in the study of coffee, cocoa, sugar, and other standard products. Possible uses of many material substances, products of tropical plant life, are considered. Each new article or discovery is given careful consideration with regard to its relation to the industrial and commercial world

generally, its sources of supply determined, and its possible production, cost, relation to transportation, and the like investigated.

BRAZIL'S PROGRESS INDICATED BY MUSEUM DISPLAYS.

The museum receives displays of Brazilian products in raw and manufactured forms. The display of fibers, minerals, raw rubber, coffees, and a wide range of vegetable products peculiar to the Amazon country is comprehensive, attractive, and of more than passing interest. There is also a display of wines, canned fruits, and vegetables, preserved meats, and other food products, mostly from Rio Grande do Sul, which illustrates the progress made in such industries in Brazil. The display as a whole is well calculated to attract visitors and to give a good idea of the possibilities of Brazilian developments. At the same time the educational value of the collection is beyond the ordinary and fully up to the expectations of the projectors.

The concern is advertised generally and promises to be a feature in Brazilian commercial life. In connection with the school and the museum a bureau of commercial information is maintained where inquiries are received and answered, the investigations in respect thereto forming a part of the training of the students in the advanced department. The plan of the projectors contemplates the establishment of similar institutions in the several larger cities of Brazil, but at present efforts are confined to the work in Rio de Janeiro.

Italy in South America.

Consul Dunning, of Milan, has furnished an interesting report on Italy's trade in South America. They have created there a noteworthy demand for Italian goods. In 1906, about 125,000 Italians emigrated to South America. More than 85,000 went to Argentina, 30,000 to Brazil. In these countries the Italian is able to make himself at home very quickly. He finds himself among people of his own kind, and possessed of his own ideals. The language is akin to his own and easy for him to acquire. Few of the emigrants ever return to Italy.

Italy's liberal ships subsidy laws are said to be her best industrial agent abroad. Of five well-equipped lines of steamships which carry freight and passengers of all classes between Italy and South American ports, four are subsidized. The fifth is a German company which operates spare steamers from other routes at seasons when the rush overflows other facilities.

The great Italian statesman, Cavour, initiated the creation of Government subsidies in 1861. His purpose was to give stability to the then tiny fleet of fifty-seven Italian merchant steamers. To-day, nothing in Italy is more typical of the high character of the national life, and of the splendid scope of the national ambition than her subsidized merchant marine.

Agriculture is said to be the base of all trade. Every year Italy throws an army of trained farmers into South America. The women are as expert as the men. At home they picked mulberry leaves. In their new South, they pick cotton. Already 2,000 bales have been raised and shipped from new plantations in Paraguay and elsewhere. It is estimated that there are 10,000 acres under cultivation experimentally.

According to the Census Bureau, 5,296,783 running bales of cotton were taken by all American manufacturers during the year ending August 31, 1907, as against 4,820,990 bales last year.

School Gardens in Large Cities. I.

WHY SHOULD A LARGE CITY SUPPORT GARDENS IN CONNECTION WITH ITS PUBLIC SCHOOLS?

By VAN EVRIE KILPATRICK.

School gardening is the best antidote for objectionable tenement house living.

The moral and social life of every great city is held down thru the squalid existence of a large percentage of its inhabitants. The fact is that they live in wretched hives largely because they prefer to live in them. All humanitarian efforts to place these people in better surroundings have failed. They don't care to live differently.

But, if in the child is implanted a desire for nature, for growing things, for ownership and for better surroundings, when he becomes a man he has formed a taste that will lead him to seek the room and health of more suburban living.

Suburban living tends to the establishment of real homes, because the family has always prospered best near to mother earth.

The uplift of city life is in a better home-life. The child that has trained a plant, has learned to love a plant. If he has tasted of the fruit of his labor and felt the pleasure of direct self-support, he has imbibed the simple, but great, lessons which gave us the Pilgrim Fathers. These elementary things in social living are fundamental. School gardening will slowly develop the strongest incentives that can be inculcated to finally oppose the wretched squalor of an over-congested living.

School gardening is healthful.

The problem of the health of school children in large cities has rapidly increased in importance.

It has been found that at least sixty per cent. of the school children of New York City are physically enfeebled in some respect. (See April, 1907, *Review of Reviews*.) This astounding revelation of conditions must surely arouse all thinking people to propose effective means of betterment.

The open-air exercise provided for children, who work in school gardens, is of the very greatest benefit to their health. The pleasurable excitement of watching things grow, the care and work involved in making that growth fruitful, is sure to be most invigorating. Our cities have long realized the necessity of providing parks for "breathing spaces," as it were. Parks are excellent as far as they go. One can look, but he must not touch. "Keep off the grass." But a school garden is a health resort of real living. The sallow, sunken-eyed, hollow-chested child may there exercise to his heart's content and breathe among the plants to his full desire. Certainly this will be a source of true health for the city child.

The idle time of children will be profitably employed in a school garden.

The present home-life of most city people does not properly employ the time of children when out of school. If they wish to play they must be subjected to the infections of the street. If a child becomes interested in his garden, many of his mornings and afternoons may be spent in good surroundings and at a profitable occupation. It is a noticeable fact that city children who grow up in restricted surroundings, which admit of no natural and profitable employment of their leisure, develop a tendency to seek amusement in wanton mischief.

It does seem, sometimes, as if they come to have no other notion of recreation than to look upon it as a display of destructiveness or vicious disturbance. This terrible criminal tendency is doubtless due largely to the fact that they have never learned to get pleasure thru interesting labor.

Every duty that they have performed has been a perfunctory drudgery. The service was not direct.

School gardening awakens the very greatest interest in children. It has been found that they will spend most of their afternoons and Saturdays in the garden, of their own accord.

School gardening is the best form of manual and industrial training.

There is a general agreement that manual training is an essential part of the school curriculum. Physically, it has been shown that the child must express himself in forms of his own construction, and socially it has become very evident that the industrial element must not longer be neglected in the training of our youth.

A great deal of money and time has very properly been expended in the school workshop. But educationally the full development of a school garden transcends by far the operation of any shop. It teaches a far greater industry—an industry that means more to future citizenship and preparation for home-making.

School gardening correlates more directly and more extensively with the "three R's." It is more healthful, more esthetic, and more interesting than any other form of manual pursuits. It has a much greater scientific scope than other industries. In a full development of agriculture, it comprehends nearly all other industries.

The reasons presented are surely among the most forceful that can justify the use of school gardens in large cities.

However, writers upon this subject have from time to time brought forward many other valuations, the most important of which are: School gardening teaches nature study at close range, instructs in business by practical accounts of products and sales, supports school work by natural correlations with geography, arithmetic, science, and language; teaches esthetics by bringing the child in actual contact with the beautiful; enforces responsibility, honesty, justice, dignity of labor, self-government, and skill; develops individuality, the senses, the emotional nature, the constructive faculty, and a feeling of independent citizenship.

Why, then, should a large city support school gardens?

Because it develops a taste for better living, and thereby strikes a most deadly blow at the squalid tenement; because it tends to more healthful living; because it employs idle time most advantageously, and because the greatest manual and individual training will be provided.

These are the principal and special claims which are to be considered in support of the contention that school gardens should be introduced in all large cities.

THE SCHOOL JOURNAL

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The Rise of Vocational Schools. I*

By ALBERT G. SNOWDEN, Teachers College, New York.

The tendency toward State aid in financing industrial schools—not only the higher technical institutions, but those of elementary grade, for the masses—has received its greatest impetus during the last half of the nineteenth century, and especially during the past thirty years. So far as the European States are concerned, this tendency amounts to an established custom that finds greater favor with the increasing years. In France, Austria, Hungary, Belgium, England, the German States, Switzerland and Italy, such action is looked upon as a national duty. Even in the United States precedents of the kind are found both in the national grants of lands and of money for the agricultural and mechanical colleges and in State appropriations to these and to special technical schools. Not only has the national grant been used for the maintenance of such a higher school as the Massachusetts Institute of Technology, but in other States, for such industrial purposes as are subserved by the Kansas Agricultural College, and by the preparatory departments of several mechanical colleges in which elementary trades instruction is given, and where the total enrollment often exceeds that of the mechanical college proper. The recent introduction in State legislatures of bills providing for further financial aid to industrial education on the part of the States, emphasizes the growth of a well-established world principle.

For those statesmen who have long held that it is the duty of the body politic to see to it that the component units of the State—individuals—are fortified for their part in society by having at least the elements of a general education, are coming to maintain that it is the duty of the State to assist in equipping all for their practical share in the common life. This growing attitude is a natural result of the increasing complexity of modern economic conditions. During the middle ages, when the guilds regulated the handicraft trades, State initiative in behalf of industrial education did not seem necessary. Instruction in a trade was given by the master in whose house the apprentice resided. It extended over a long term of years, and was broad and thoro, covering all the features of the trade. The apprentice was frequently obliged to assist the master workman in his book-keeping and other business, hence instruction of a general nature was also provided. Further industrial insight was obtained when the apprentice could take his place as a full-fledged member of the fraternity, an honor much coveted and hard to win.

In many a thriving "city-State" of the early modern era the guilds seemed indispensable to the community. However, their political strength proved to be their weakness. Ambitious princes fostered independent industries to the undoing of the guilds. The elementary, trivial, and Latin schools, introduced and encouraged by the Church, assumed the work of giving instruction, altho it was very limited in amount and did not concern itself with vocational teaching. In the face of the competition offered by the stimulated industries under princely patronage, the guild masters were often obliged, not only to neglect the general information of their apprentices, but to limit the vocational instruction to the meager necessities of the moment. With the introduction of piece-work,

apprenticeship failed any longer to furnish an all-around vocational training. Neither were there any other agencies for the purpose.

At the outset, the organization of special schools to supply this demand for a broader vocational training came about slowly, largely thru private initiative, and with instruction mainly on Sunday. At first, the Sunday-schools did nothing more than to continue the teaching of the elementary schools, or to supply what they had failed to give. The Sunday-school in Wuerttemberg, the oldest institution of its kind which has had a continuous existence, was outlined in the Church ordinance of 1559. The scope and functions of Sunday-schools were more explicitly set forth by the Church authorities in 1695, and in 1739 these schools were made universally compulsory by a Synodal order, which stated that "all young people must attend the Sunday and holiday schools until the time of their marriage, so that they will neither so easily forget what they have learned in school nor spend the leisure of Sunday and holidays in a sinful manner." In the Sunday-schools they were required to "sing a sacred song, read the Bible, repeat the Proverbs and Psalms, recite from the catechism, produce their compositions, read a letter, and then close with a prayer and the benediction." Arithmetic, too, was soon introduced into the curriculum. But important as the Sunday-school has been in the development of industrial training in Wuerttemberg, it was nearly a hundred years later, when the schools were more directly under the authority of the State, that Sunday-schools were made use of for such instruction in that Kingdom. The general school regulations promulgated in 1763, by Frederick the Great of Prussia, gave directions for the building of Sunday and "repetition" schools, so that "the masters might send to school for four hours a week those apprentices who did not have the necessary knowledge of reading, writing, and religion," but went no further in providing vocational instruction than did the earlier Sunday-schools of Wuerttemberg.

While the great educational leaders of the eighteenth century strove chiefly for the advancement of general culture, and while parochial instruction was confined to narrow limits, a few beginnings of vocational training were undertaken, both on the part of States and of individuals or associations. Austria, in the early sixties of that century, established a precedent by sending abroad for skilled technicians who were despatched into the provinces to visit and instruct the workers, thereby inaugurating the "traveling instructorships" that have played an important part in industrial training. Under Government protection a "manufacturer's drawing-school" (*Manufakturzeichenschule*) was founded at Vienna in 1758, and in 1767 a lace making school at Prague. In 1770, the first secular drawing-school in Hungary, the Royal Drawing-School of Budapest, was established. About this time it was decreed in Austria that "all the royal cities and market towns shall maintain spinning-schools thruout the winter, and the children of tradespeople shall be obligated to visit them from the seventh to the fifteenth year of their age."

In Germany, it was thru private initiative that the first industrial school was established in the north—in Hamburg, in 1767, at first for architectural drawing. Its promoters were the members of the local "Society for the Promotion of the

*Introductory articles to the present series appeared in THE SCHOOL JOURNAL of June 29, July 6, 1907.

Industrial and Useful Arts." The school gradually extended its course, and grew in enrollment from twelve individuals in the year of its founding, to seventy or eighty in 1800, 450 in 1861, and 3,256 in 1892. Thru the initial influence of this institution, the Hamburg type of school and of industrial art became the model for North Germany, just as that of Munich in Bavaria, Stuttgart in Wuerttemberg, and Karlsruhe in Baden, became the types for South Germany, whereas Middle Germany took advantage of both influences, and in some respects worked out its own individuality, as in Saxony, for example. The Hamburg school was unique in the fact that it commenced with evening instead of Sunday instruction, as was the case with the majority of the elementary industrial schools. In Bohemia, it was the common school with manual instruction—the "Industry School"—that promised to be of the greatest general assistance in the development of vocational teaching. Introduced by Pastor Kindermann, there were soon one hundred of these schools (in 1787) and two hundred and thirty-two by 1790. In France, where drawing and other elementary industrial schools had long been in existence (thru private initiative), the State committed itself to the policy of actively aiding industrial education at this period, but began at the top, or with the higher technical schools, just as it commenced with the universities in establishing a system of general education after the Revolution. At Berlin, the Union for the Erection of Sunday Continuation Schools for Apprentices, founded the first improvement school of that city, in 1797. Two years before this a spinning-institute at Birkach, near Hohenheim, in Wuerttemberg, established by the local pastor, marked the initial point for the "industry schools" (*Industrieschulen*) that have since become consolidated with the common schools of that Kingdom. Munich, in Bavaria, had a drawing-school under royal protection in 1792, and in 1793 an industrial school with holiday instruction.

An industrial school for girls was organized at Nuremberg in 1792. Instruction in sewing, knitting, spinning, and housework, was given. Similar schools were soon established in a number of Bavarian localities, and in 1804 these "work schools" were combined with the common schools by general regulation, after the manner of the present "industry schools" of Wuerttemberg. However, the dates given are not the earliest for this type of instruction. Such schools are reported in many communes of France in the sixteenth century, while in Germany an institution of the kind was carried on at Hamburg in 1604 in connection with an orphan asylum, and in Baden, which had an industry school in a "poor and orphan home," in 1718, this was followed by other industry or "economy" schools, established at different intervals of time. In 1803 a Baden edict declared that girls should be taught spinning, sewing, and knitting, in industry schools, and that attendance on such schools should be compulsory unless suitable instruction of the kind were provided at their homes. A yearly test was to determine what progress had been made. But in consequence of the political and industrial uncertainty of the times, neither did the industry schools of Baden and Bavaria meet with continued success, nor did the plans of those countries for industrial and technical schools of higher grade come into prompt fulfillment. The spinning-schools of Austria received a setback for the same reasons. With the re-established stability of governments after the Napoleonic era, the States turned their attention first to general education, and vocational instruction, except that of the higher grade, was left to private initiative for the most part, until

the middle of the nineteenth century. Baden and Wuerttemberg were to be the chief exceptions to this general rule. In the case of the polytechnic schools, or higher industrial institutions, the chief dates for the State foundations are as follows: Paris, the first, 1795; Prague, 1806; Vienna, 1815; Berlin, 1821; Karlsruhe, 1825; Munich, 1827; Dresden, 1828; Stuttgart, 1829; Hanover, 1831. Several of these—Stuttgart and Hanover, for instance—started as trades' schools, but were later raised to the standard of fully-equipped polytechnics.

Training Consuls.

The United States does not wish to send any more untrained Consuls abroad to represent her. It has been customary to allow a newly-appointed Consul thirty days with pay before he leaves for his post. In the future he will be expected to report for duty to the State Department every day of this month.

He will spend a certain number of hours in a room which is equipped as a modern American Consulate. Here he will receive instruction, and will acquaint himself with every detail of a Consul's daily work.

Police Dogs at Antwerp.

A report from Consul-General H. W. Diederich states that for some time the Antwerp police have been experimenting with dogs as assistants to the night-watch service in the isolated sections of the Antwerp docks, with the following results:

The experiments have proved negative, and at one time it was even proposed to give up the kennels altogether. The city police have seven dogs, known as Belgian shepherd dogs, which are trained to look upon men in uniform as their only friends, suspecting all others, and more particularly a man lying down. At night the seven dogs, all muzzled, are given to seven policemen, who conduct them by a strap, only letting them loose when wishing to pursue an evildoer, discovered red-handed. It is owing to the docks and basins being in thickly populated sections of the city and to the further fact that work on the vessels goes on thruout the night that the dogs have thus to be restrained in their movements and their usefulness thus reduced to a minimum. Furthermore, one policeman has to be detached from the night service for every dog, whereas were it possible to allow the animals to run free, one officer would be sufficient to patrol with two or even three dogs.

The result of the experiment has been that police dogs, no matter how well trained, are of no practical use in thickly populated quarters, but their real value in such service has been shown in rural districts, where a night watchman, all alone and unaided, frequently has to patrol a territory covering miles of sparsely settled country. Such is the case at Ghent, where the same breed of dogs is used by the rural night watchman to great advantage. There the animals are unmuzzled and unrestrained. The experience in training shows that, while the dogs may be taught to be suspicious of every person not in uniform or of a man lying down or in a crouching position, it is impossible to make him distinguish between an honest man and a vagabond.

The dogs used may be purchased at prices ranging from \$5 to \$10, and their keep amounts to \$1.35 per month. The Belgian shepherd dog is chosen for this service for his keen scent, for the facility with which he is trained, and for the faithfulness to his master, which makes him practically a "one-friend dog" and an uncompromising foe to every other human being.

The Place of Civics in the High School.

By S. E. FORMAN, Washington, D. C.

"The education of our youth in the science of government: in a republic what species of knowledge can be equally important?" This query was propounded by George Washington when he was advocating the establishment of a national university. He intended, of course, that the query should carry its own answer: No subject of education, his political instinct told him, can in a republic equal in importance the science of government. This opinion of Washington has been the opinion of all first-rate thinkers from Aristotle on. "The best laws," says the father of political science, tho sanctioned by every citizen of the State, will be of no avail unless the young are trained by habit and education in the spirit of the Constitution."

If we were asked for reasons why youth should be instructed in the subject of government, perhaps no more could be said than was said by Peter Parley more than sixty years ago. "The diffusion of moral and intellectual light," said that delightful old master, "is the great work of the patriot in these United States. And while this is true as a general remark, it should not be forgotten that there is special reason for the diffusion of *political* truth. Government is a structure vast in its dimensions, curious and complicated in its parts. A man can no more be born a government-maker than he can be born a house-maker or a watch-maker; he needs to learn his trade, as much in one case as in the other. And yet every citizen whenever he goes to the polls goes as a political architect, and the single vote he casts may give character to the whole edifice of government. Should not every man to whom such a mighty trust is confided know what he is about? All our boys are destined to be citizens—government builders; and ought we not in duty to them, in duty to the country, to see that they learn their trade? Shall we send them forth, ignorant in that art which is the greatest and most important of all—an art which they are bound to exercise and which they will exercise for good or ill to themselves and their country?"

But it is hardly necessary to invoke the authority of great names in support of an educational policy which provides for the training of youth in political science, and to give formal reasons for such training is to expound the philosophy of the obvious. The primary importance of government as a subject of school instruction does not have to be insisted upon; it receives the instant and cheerful recognition of almost every intelligent person. We assent to the doctrine that schools should train pupils for a conscientious and enlightened performance of their political duties not because Washington and Aristotle advocated this kind of training, but because our common sense tells us that the doctrine is sound.

Now the public schools of the United States are not doing nearly as much as they can to create an intelligent and conscientious electorate. There can be no doubt of their delinquency in this direction. The only subject that has direct light and guidance in matters of political duty is the one usually called Civics, and Civics, taking the country over, is quite generally neglected. It is neglected in high schools, in normal schools, and in colleges. In 1897 the Commissioner of Education for the United States began to gather statistics bearing upon this subject and his reports since that year show a steady decline in the percentage of pupils studying Civics in the secondary schools of the country. In the great cities, precisely the places

where government impinges upon life at every step, where training for civic duty could be most easily given, and where it would do the most good, not one high school pupil in a dozen is receiving instruction in Civics. And the instruction that is given is all too frequently haphazard and half-hearted. Seldom is the chair of Civics filled by a teacher trained in the subject and seldom does the instruction extend thru more than twelve weeks of time. Moreover, there is a strange lack of purpose in the instruction. The number of girls studying Civics is very much greater than the number of boys studying it. This is true not only of cities but of the entire country as well. The situation is surely comical.

The situation is serious. If there was ever a time when the subject of government should be studied that time is now. Never before has government touched human affairs at so many points and presented so many difficult problems; never before have the people been so clearly the real masters of government; never before has so much depended upon their using this power wisely and well. Yet at the very time when the subject of government is becoming more and more important, the study of government in the schools is on the down grade. Zoölogy and French prosper while Civics languishes.

Of course there ought to be a revival in Civics instruction. The vital subject of government ought not to be crowded out of the curriculum by the ornamental and non-essential branches. Civics ought to be rescued from its lowly condition and placed on an equality with the most honorable subjects of the curriculum.

If the fortunes of Civics are to be revived its aims must be elevated and its scope enlarged. In the first place, the ethical element of the subject must be brought to the front. "Civics," says Mr. Henry Randall Waite, who invented the word, "is the creed of patriots." Civics is the subject which should indoctrinate pupils in sound notions of political morality. It is the subject which trains for good citizenship and this is realized only when there is a happy combination of heart and head, of knowledge and conscience. When we equip lads with knowledge of the workings of government and of the rights of citizenship we should at the same time equip them with consciences that will constrain them to practice the virtues of citizenship. Almost every topic that comes up in the Civics class has its ethical side, and here is the opportunity of the Civics teacher to make bold strokes in the cause of civic righteousness. Let a lesson in Civics be a lesson in Ethics and the phrase "training for citizenship" will acquire new vigor, and the work of the Civics class will take on new life.

Another aim of Civics should be to imbue the learner with the spirit of his government as well as acquaint him with its form. Here is a fatal weakness in our Civics teaching. We present the dry-bones of government, departments, bureaus, functions, functionaries, prosy outlines of constitutions, dreary descriptions of political organisms. Instruction in Civics that is confined to the facts of political anatomy will have but a poor reward. In the Civics class pupils must catch the spirit of those great institutions which are the support and the life of the American nation. There, for example, is the great institution of democracy. Pupils in Civics may drink deep of the history of democracy; they may trace the democratic principle thru the centuries and thus learn that it is a persistent and indestructible force in human affairs.

They may learn to appreciate the blessings of popular government and also to understand its dangers—demagogism, civic indifference, the tyranny of majorities. They may be brought to grasp the idea that in a democracy good government begins with one's self, not with one's neighbor, and that the greatest contribution a citizen can make to the cause of good government is to order his own life aright. And so with the other great political themes, representation, federal and State equilibrium, the separation of governmental power, local self-government, constitutional limitations, the independence of church and State—all these may be taught in such a way as to saturate the learner with the true spirit of Americanism. "The letter killeth, but the spirit giveth life."

Instruction in Civics may accomplish still another thing: It may bring the learner face to face with the great problems of present politics, the railroad problem, the trust problem, problems of taxation—those problems which are now pressing upon government for solution and which in the near future must receive the attention of voters. Teachers need not be deterred here by the consideration that these great questions cannot be solved in the class-room. Perhaps they cannot be solved anywhere. Perhaps they ought not to be referred to in mathematical terms and called "problems," as if they were social difficulties that admit of a perfect solution. However this may be, these great questions must be taken up and worked upon. We must fumble and experiment and in some way keep government supreme, and protect and advance the interest of society. How much better it will be if we shall conduct our experiments in light rather than in darkness? How much better will be the results of our experiments with the trust question, for example, if the voters shall bring to the ballot-box a knowledge of the historic foundation of trusts, of their evolution, of their social and economic services and disservices, of their political and constitutional status? In the high schools and colleges of the land our youth can learn a great deal about trusts and the more they learn the better. And so with other current political problems—they may be taken up in the Civics class to the great profit of the electorate.

In addition, then, to imparting knowledge about the forms of government the Civics teacher should plant the seeds of a robust political morality, should foster the spirit of the highest and best Americanism, and should teach much that is scientific and valuable about the practical political questions of the day. Could teacher have a nobler task?

The opportunity of the public schools to elevate the character of our democracy by the proper teaching of political science is grand in its proportions. There are in the high schools of the country more than 600,000 youth who can study Civics with advantage and if a resolute effort were made there could be poured annually into the polling-booths 100,000—in a decade, 1,000,000—young citizens trained to think clearly and with some fulness of knowledge on problems of government.

What a loss to the Republic that the schools are not improving this opportunity! True, many schools are doing all they can do to prepare for political duty. You can no more indict an entire school system than you can indict a century. Nevertheless, taking the country as a whole, institutions of learning, public and private, are palpably remiss in their efforts to improve the character of the electorate. To be perfectly definite, where one pupil in the higher schools receives a systematic, prolonged, and thoro training in political science, at least four others who are capable of receiving such training fail to receive it.

French Burial System.

For the information of the many Americans who visit or reside in Paris, a report has been issued which summarizes the formalities and conditions which pertain to the burial, cremation, embalming, and transportation of persons who die in Paris. Up to January 1, 1907, the disposal of the dead in Paris was entrusted to a corporation under municipal control, known as the *Pompes Funelres*. This function has now been assumed by the municipality of Paris. It deals directly with the undertakers, of whom there are about forty in Paris. These obtain from the Municipal Bureau coffins of various classes and everything else that is requisite. The charges are fixed by ordinance, and are therefore uniform. In the charges to the family or estate of the deceased there are, however, many additional items. In these there is an opportunity for the extortion of which Americans and other foreigners sometimes have reason to complain.

When a death occurs in Paris, it must be reported at once to the authorities of the precinct in which it took place. An undertaker soon presents himself as the representative of the municipality. He takes charge of all the necessary arrangements.

At the cemetery of Pere Lachaise, Paris, there is a crematory, where the body of any person who dies in France, except thru suicide or murder, may be incinerated upon certain conditions.

The expenses of cremation vary from \$10.00 to \$40.00. This covers the process of incineration, the placing of the ashes in an urn, and, if desired, its deposit for five years in the Columbarium, a mortuary building at Pere Lachaise. There is also a fee of \$3.00 to the official in charge of the process, and the same sum to the six bearers who carry the coffin from the hearse to the crematory. The coffin costs from \$2.00 to \$10.00. The urn in which the ashes are enclosed costs from \$2.50 for a plain earthenware jar, to \$24.00 for a marble vase. The transportation of ashes to the United States involves a permit from the family of the deceased and a written application from the family, or a responsible friend, or the legal administrator, to the superintendent of Pere Lachaise. The urn is then enclosed in a wooden box, officially sealed, taken to the station in a closed hearse, and sent alone in a special car to the seaport whence it is to be shipped. The urn receives the same treatment as a casket containing a corpse, and the cost of transportation is the same. The total expense from Pere Lachaise Cemetery to New York is about \$86.00. This is the minimum.

Embalming costs usually from \$150.00 to \$200.00. The fee charged may be any sum up to \$1,000, or more.

Bodies to be transported by rail must be enclosed in a wooden coffin lined with a zinc casket that can be hermetically sealed. For shipment to a foreign country, the interior coffin must be of lead. An ordinary wooden coffin of this kind, with leaden interior casket, costs about \$87.00. Of better class, the cost ranges from \$135.00 to \$154.00.

Bodies of American citizens may be deposited in the mortuary chapels of the two American churches in Paris for a nominal fee, and there await burial or shipment.

Interment in a Paris cemetery involves the purchase of a grave. This costs about \$10.00 for a term of five years. For a perpetual title it costs a little more than \$100.00.

Americans traveling abroad should, in the event of serious illness, notify the nearest American Consulate, so that in case of death the survivors may be assisted in providing for the proper disposal of the dead.

Letters.

Public Day Schools for the Deaf.

One may sympathize entirely with the spirit of the article, under the above head, by Frank M. Jack, in *THE SCHOOL JOURNAL* of July 13, and join in his appreciation of Wisconsin's liberality in establishing such schools as he describes, and yet condemn the schools themselves.

Every day school for the deaf is, in fact, a hindrance to the acquisition of such a full and complete education as the deaf child can obtain only in a large State institution, where every available method is employed, "manual," "oral," or "combined," for the development of his faculties. In the day school he is usually restricted to the least useful of these methods, the oral. There he is deprived of the advantages of classification, of contact with numerous others like himself—with whom, in the State institution, he quickly learns to communicate by signs, and so forms cheery companionships—of the watchful care of teachers out of school, and of the opportunity of learning a trade.

In the State school he has all these advantages. He develops with far greater rapidity, and to a far higher point than is possible in a day school. When he leaves the institution he is almost invariably the master of a trade, and able to fill an honorable and self-supporting position in society, which the child whose opportunities have been limited to a day school seldom is.

The day school is the resort of incompetent instructors. School boards are prone to think that "anybody" is good enough as a teacher for the deaf. Specialists know better. The teachers in State institutions are specially trained, and are usually selected with the greatest care. The number of competents is so small, compared with the demand, that there is much competition for their services. The deaf child in a State institution "gets the best" in the way of teachers.

Michigan has tried the day school plan, and the results have been so inferior, as compared with those obtained at the grand institution at Flint, that the day schools are being slowly abandoned. In St. Louis, Mo., is one of the largest and best day schools in the world. Yet so greatly do the pupils suffer, in morals and otherwise, for lack of control by the teachers out of school hours, and so great is their disadvantage from the lack of opportunity to learn trades, that the principal is earnestly endeavoring to have it transformed into a boarding-school.

St. Paul, Minn.

CHANCY R. BARNES.

The Polish School Fund Confiscated.

TO THE EDITOR OF THE NEW YORK EVENING POST:

SIR: One of the most sensible and most eloquent members of the second Russian State Duma, the Rev. John Gralewski, has, according to dispatches from Warsaw, been banished from the empire for "seditious agitation." The Rev. Gralewski, who in the Duma was one of the representatives of the capital of Russian Poland, is one of the most eminent of Polish educators, and is a vice-president of the *Macierz Szkolna Polska* (Polish Mother of Schools), the organization that availed itself, on the basis of the Imperial manifesto of October 30, of the liberty of private teaching, and established a system of Polish national schools, at the head of which were such champions of national education as Sienkiewicz, Osuchowski, Gadamski, and the Rev. Gralewski.

The Polish community regards as the most

important object the education of its youth; and toward this it is directing, despite the most difficult of conditions, all its endeavors. Work for the education of the people, the Polish community understands, is work for the future of the nation.

"This," exclaims the Polish *Zgoda* (Concord) of Chicago, "is Polish national work; this is work for the Fatherland; this is a true revolution—a bloodless revolution, and yet a revolution so powerful, so efficient, so formidable to the foes! What do Russia and Prussia fear? Do they fear a strike in the factory or a bomb in the street? No; they fear the school children, the national teachers, the people that give a cent for Polish schools. One peasant that gives ten kopecks for the national school is a more terrible warrior to the conquerors than ten members of the 'Fighting Organization,' with their 'Brownings,' against which the Government has a thousand carbines."

The Poles, therefore, are now energetically fighting illiteracy that has reached alarming proportions in their land, thanks to the hostile, stupefying government schools that deprave the Polish children in spirit and in intellect. Cloyed at length with the alien culture, the Poles are now struggling for the restoration of their native culture, the culture that produced Copernicuses, Skargas, Sniadeckis, Czackis, and Mickiewiczes. The nation that produced the first ministry of public education in Europe—the famous Commission of Education of 1773; the nation that was the first to prescribe by law the program for the school which only now has been introduced in other countries, namely, that the school should not only impart knowledge, but should also educate citizens—this nation, under Russian and Prussian dominion, has had no school of its own for many decades, has had a school of depravation and torture only, a school in which its history has been falsified and its ideals have been besmirched by men that are in reality not pedagogs, but beaureaucrats.

Availing itself of the permission to establish private schools with Polish teaching, the Polish Mother of Schools has founded 2,000 schools with an attendance of about 200,000 pupils. The sphere of action of the *Macierz* is very broad, embracing the whole school system from children's asylums to the university; for, although the *Macierz* places greatest weight on the elementary schools, it establishes also higher schools and trade schools.

In the interest of this organization, the Polish Mother of Schools, the Rev. John Gralewski spent a few weeks in the United States last year, studying the American school system and describing to the Poles here what their brothers in Poland were doing for education; and for the cause of education—the education of their little brothers and sisters in Poland—America's citizens of Polish birth and descent contributed a large sum of money. This money—this money sent from America for no other purpose than that of education—has now been confiscated by the Russian Government.

New York, September 7. WACLAW PERKOWSKI.

Railway Mileage.

The total length of the railways of the world on January 1, 1906, is declared to have been 563,771.7 miles, of which the United States represents 215,713.39 miles, and Europe 192,247.52 miles, resulting in an American lead of about 23,500 miles over Europe. The total mileage on the American continent is estimated to be more than one-half of that of the entire world.

The entire capital invested in the construction of the world's railroads amounted on January 1, 1906, to 182,000,000,000 marks or \$43,310,000,000.

Public Opinion Concerning Education

As Reflected in the Newspapers.

Fair Wages.

[Pittsburg Press.]

We have said it many times before, but it will do no harm to say once more, that there is no more worthy calling than that of the public school teacher, nor one which has a more direct relation to the future welfare of the Republic. The teacher is of equal rank, almost, with the parent in directing the child's moral inclination. Along with the parent, she undertakes the all-important work of forming character. It is a grave reflection on our own intelligence and character when we neglect to show proper appreciation of the teacher's responsibility. And it is a rank injustice when we ask her to make a financial sacrifice in order to follow her chosen calling.

The present increase in salary is an appreciable one, but it does not fill the measure of the teacher's deserts. The fight for better pay will be a continuing one, which the best-thinking members of the community will heartily support. It will be a short-sighted taxpayer who begrudges any of the increased reward falling to this faithful class of public servants.

Classes and Salaries.

[Boston Advertiser.]

An important factor in the excellence of the teaching force of Boston's public schools is the improvement of conditions under which teachers work. In the improvement in conditions two directions have been followed: Smaller classes and increased salaries for teachers. Both of these improvements point to an increased expenditure, excepting that the decrease in the number of pupils per class is in large degree offset by the reduction of the school course from nine to eight years. The present class membership is fifty pupils and this is to be reduced to forty-four pupils, reaching this number in the year 1909-10 by lowering two each year. This movement towards the smaller class is in pleasing contrast to the tendency in some cities constantly facing an unsolved problem of overcrowding. The adoption of the smaller class is so desirable it needs no rehearsal of argument in its favor at this day.

The time is coming when the salary level must be materially raised. The first steps in this direction have been taken, as far as financial conditions at present will allow. The masters' assistants in elementary schools have had their salaries increased from \$1,212 to \$1,308; the position of first assistant, high school, has been created. Four such positions will exist in each of the high schools for girls and in each of the mixed high schools. These positions will be occupied by women, who will be heads of departments. The salary has been fixed with a maximum of \$1,836. These few increases in salaries may be regarded as forerunners of others to come. "It is evident to those who have given any consideration to the question," says Superintendent Brooks, in his report, "that the time is rapidly approaching when the amount of money available for the salaries for school teachers must be materially increased. The increased cost of living and the enlargement of opportunities for women to secure remunerative positions in many other lines of work make it more and more difficult to secure and retain women of the highest ability

as teachers on the present salaries." This is frank recognition of fact. For long, teaching was the only employment open to women of intelligence. In these days, however, other quite as attractive means of livelihood are available for women, and at salaries equal to those which men receive. Teaching cannot forever be ranked with the poorly-paid professions, and schools cannot much longer profit from the dearth of opportunity for ambitious and capable women.

Alas, Too True!

[San Antonio Daily Express.]

The public schools have made great advancement, but there is one thing in which they are still deficient, and that is in the teaching of pronunciation of words. It may be argued that pronunciation of English words is largely a matter of taste and environment, and that there is no recognized standard. It is, nevertheless, a fact that there are certain well-recognized vowel sounds with which the pupil should be made familiar, and which would enable him to at least approximate correct speech. He should be taught that the "a" in fate, fair, far, and tall, is not to be sounded the same in each word of similar words, and that the long "u" and the short "i" should be used with some discrimination.

There is no denying that we pronounce horribly, and the schools must, of course, be held responsible for it until they teach us to pronounce better.

Health at Two Dollars a Child.

[Washington Times.]

More than a quarter of a million play hours is the total of health and fun provided this past season by Washington playgrounds. Dozens and scores of these hours went to the same children; and that is well, for no child would long breathe the deeper or smile the happier for one afternoon's play alone. If that quarter of a million periods carried the benefit of wholesome, generous, open-air play into the lives of 5,000 youngsters every day for three months, the cause of playgrounds in Washington is more than justified.

The cost of providing this benefit, exclusive of the ground used this past season, was a few cents less than \$10,000—or two dollars for each of these 5,000 children. A part of \$75,000 allowed by Congress for the purpose was spent on acquiring ground for new play spaces. The total of grounds is now twenty-four. Six were opened last year. Money is still available for the purchase of others as fast as sites can be chosen and titles cleared. Of the whole number now in use eight are for colored children and sixteen for white children.

At present these grounds represent a maximum of utility and a minimum of ornament. They are generally hard, bare, rather uninviting yards, not lawns. The director of playgrounds proposes—rightly—that they shall be something more than this; that they shall be inclosed in hedges; that their walks shall be faced with grass; that shrubbery shall be planted in unused corners; that the eye and heart shall be rested and exercised as well as the body. Within reason, every cent the district can spend in this manner will yield dollars of profit in straight limbs, deep chests, clear eyes, and cheerful personalities.

The News of the World.

Much anxiety is felt regarding the health of the Emperor Francis Joseph of Austria. He is confined to his apartments at Schönbrunn Castle, on the outskirts of Vienna. The Emperor is seventy-seven years old. He has been on the throne for fifty-nine years.

San Juan Teotihuacan, Mexico, is probably the oldest city of the New World. Secretary Root and his party paid it a visit. They took carriages over the rough roads to the two great pyramids of the Sun and Moon.

Italy is complaining of the high cost of living. The authorities have decided to try to regulate prices. A Commission has been appointed in Rome to fix a scale of maximum prices. Merchants who sell provisions above these prices will be punished by having their stores closed.

France will leave entirely to Spain the task of restoring order in the Melilla district of Morocco. It is here that Bu Hamara, the pretender to the throne of Morocco, has been successful. This district is within the Spanish zone.

A laboratory of animal psychology is to be established at the Natural History Museum of Paris. Prof. Hachet Souplet, who has devoted many years' study to the mentality of animals, will have charge. The moods and habits of wild and domesticated specimens will be submitted to examination.

Miss Dodge, daughter of the late William E. Dodge, has purchased a long lease on Warwick House, London. She will make her home there. This historic mansion forms part of St. James's Palace. For generations it has been the town home of the Earls of Warwick.

At a meeting in Havana, on October 8, the Cuban labor organizations resolved to order a general strike, calling out all the unions in the island, if the railways employ the strike breakers lately landed from New York.

A Belgian syndicate is planning to establish a direct line of turbine steamers between Antwerp, New York, and Boston.

The recent Italian naval maneuvers showed that it was impossible for a hostile fleet to navigate those waters safely at night. The attacking battleships were hit by torpedoes from the boats defending the ports of Messina and Syracuse.

Founder's Day was celebrated at Lehigh University on October 10. Exercises are held annually there in memory of Asa Parker, who established Lehigh University in 1866.

There are getting to be too many squirrels in Central Park. The sections of the city on both sides of the park are becoming overrun with the mischievous little animals.

There was a great labor demonstration at Budapest, Hungary, on October 10. About 60,000 trades-unionists marched in an orderly manner to the Stadwaldchen Park, where they held a meeting.

The President did the first killing of his Louisiana hunting trip on October 10. He shot a fine buck deer, furnishing the camp with a supply of venison.

Message from Manila to Nova Scotia.

A message from Manila was received by wireless telegraph at the Marconi station at Port Morion, Nova Scotia, on October 7. Port Morion is the most easterly town on Cape Breton Island and about 11,000 miles from Manila. The message was picked up while being sent to some other station on the Pacific or to a warship. As a result, wireless experiments with the stations in the far East will soon be attempted.

Floods in Southern France.

Owing to the continued floods in Southern France, the French Government has decided to furnish immediate financial aid to the sufferers in the flooded districts.

The Rhone River has risen a total of twenty-three feet. The Loire River has reached its highest point since 1866.

Zeppelin Airship Faster Than Steamer.

Emperor William and Crown Prince Frederick William watched the maneuvers of the Zeppelin airship over Lake Constance on October 8. The airship, with a light wind blowing, easily outstripped a steamer on which the royal party were passengers.

The New York Buffalo Herd.

The New York Zoological Society has presented a herd of fifteen buffaloes to the Government. The animals which have been reared in the New York Zoological Gardens will be crated and carefully shipped to Oklahoma. Every preparation has been made there to give them the wild conditions natural to them. It is hoped that they will multiply and re-establish the race that used to be monarch of the Western plains.

A park of eight thousand acres in the Wichita National Forest will be turned over to the buffaloes. The animals were born and raised in captivity. Until they become used to ranging and securing their own food, they will be watched and cared for. After that, they will be left to themselves.

The fund for the care of the herd was appropriated by the last Congress.

Taft in China.

Mr. Taft, Secretary of War, and his party, arrived in Shanghai, October 8, on the steamship *Minnesota*. The Chinese gave the Secretary the heartiest welcome that has ever been given a foreign statesman. The extraordinary significance attached to his visit shows that the Chinese officials are turning to the United States as the best friend of the empire. The Chinese are looking to this country to protect them against foreign aggression and against efforts to interfere with the open door.

Secretary Taft dedicated the local building of the Young Men's Christian Association. Later he was guest of honor at a reception given in a native garden by Chinese residents. Embroidered banners and a multitude of Chinese lanterns made the garden like fairyland. The hosts were prominent Chinese merchants. Forty-five of the guilds were represented, which formerly tried to boycott American manufacturers. A handsome silver punch bowl was presented to Mr. Taft. In the evening a banquet was given in his honor by the American residents. It was the largest and most represen-

tative banquet ever given in Shanghai. Secretary Taft made a speech which was listened to with great enthusiasm. He asserted the importance of the open door in China. He said that American trade was now second in China and that the United States clearly felt the importance of protecting its Chinese trade.

Lusitania Crosses in Four Days.

The record-breaking *Lusitania* arrived at the Sandy Hook Lightship at 1:25 Friday morning, October 11. She had crossed the ocean in four days and twenty hours. Her average speed for the entire trip was almost twenty-four knots an hour.

She has broken all previous records for the hour, the average and the day's run.

At the concert held on board on October 10, there was great enthusiasm over the record-breaking speed. Among the speakers was George Croydon Marks, M. P. who said: "I desire to pay a tribute to the stokers. Stripped to the waist, these sturdy men are shoveling in coal as never before in order that this vessel may fly the blue ribbon of the Atlantic. Credit is also due to Italy, for an Italian, William Marconi, has given us his wireless telegraphy to communicate with the land from mid-ocean. And I would also congratulate the Cunard Company on its perseverance and indomitable pluck."

The runs for each twenty-four hours, ending at noon, were:

Sunday to Monday, 575 miles.

Monday to Tuesday, 608 miles.

Tuesday to Wednesday, 617 miles.

Wednesday to Thursday, 600 miles.

Thursday noon to Sandy Hook Lightship, 324 miles.

The best day's run was made on Wednesday at noon, when the steamer had made 617 miles at an average speed of 24.76 knots an hour. This beats the record of the North German Lloyd liner *Deutschland*, for 601 miles, and the *Deutschland's* speed of 23.56 knots an hour.

Selkirk Mountain Explored.

Dr. Charles J. Shaw, Professor of Biology of the Medico-Chirurgical College of Philadelphia, has returned from a three months' exploring trip in the Selkirk Mountains of British Columbia. He was accompanied by four women and four other men. The party did some very severe climbing. Their progress was often made thru heavy underbrush or over stretches where every step had to be cut in ice.

Secretary Taft and China.

Secretary Taft's visit to China is called unofficial. It is likely, however, to have an important effect. It has done much to secure the return of confidence on the part of China in the United States. This was disturbed by the boycott. It is also helping to re-establish the American influence founded by Secretary Hay.

The Chinese believe this country to be the only power which does not want to annex any Chinese territory. Mr. Taft's statements have given American business men in China renewed confidence in pushing their lines of trade.

American Bank Needed in Egypt.

Consul-General L. M. Iddings transmits a report prepared by a clerk in the Cairo consulate on the excellent opportunity for the establishment of an American bank in Egypt. He recommends that a central institution be established in Cairo with branches in the other leading cities. A list of Egyptian banks forwarded is on file in the Bureau of Manufactures.

Diplomatic Representatives of the United States.

Corrected to October 7, 1907.

[THE SCHOOL JOURNAL is indebted to the kindness of Chief Charles Ray Dean, of the Bureau of Appointments, Department of State, for this list.]

AMBASSADORS EXTRAORDINARY AND PLENIPOTENTIARY.

<i>Country</i>	<i>Name and State</i>
Austria-Hungary	Charles S. Francis, N. Y.
Brazil	Irving B. Dudley, Cal.
France	Henry White, R. I.
Germany	Charlemagne Tower, Ia.
Great Britain	Whitelaw Reid, N. Y.
Italy	Lloyd C. Griscom, Pa.
Japan	Thos. J. O'Brien, Mich.
Mexico	David E. Thompson, Neb.
Russia	John W. Riddle, Minn.
Turkey	John G. A. Leishman, Pa.

ENVOYS EXTRAORDINARY AND MINISTERS PLENIPOTENTIARY.

<i>Country</i>	<i>Name and State</i>
Argentine Republic	Arthur M. Beaupre, Ill.
Belgium	Henry Lare Wilson, Wash.
Bolivia	William B. Sorsby, Miss.
Chile	John Hicks, Wis.
China	W. W. Rockhill, D. C.
Columbia	Thos. C. Dawson, Ia.
Cuba	Edwin V. Morgan, N. Y.
Denmark	Maurice F. Egan, D. C.
Ecuador	Williams C. Fox, N. J.
Greece	Richmond Pearson, N.C.
Guatemala	Jos. W. J. Lee, Md.
Haiti	Henry W. Furniss, Ind.
Morocco	Samuel R. Gummere, N. J.
Netherlands	David J. Hill, N. Y.
Nicaragua	William L. Merry, Cal.
Norway	Herbert H. D. Peirce, Mass.
Panama	Herbert G. Squires, N. Y.
Paraguay and Uruguay	Edward C. O'Brien, N. Y.
Persia	John B. Jackson, N. J.
Peru	Leslie Combs, Ky.
Portugal	Charles Page Bryan, Ill.
Servia	Horace G. Knowles, Del.
Siam	Hamilton King, Mich.
Spain	William M. Collier, N. Y.
Sweden	Charles H. Graves, Minn.
Switzerland	Brutus J. Clay, Ky.
Venezuela	William W. Russell, D. C.

MINISTERS RESIDENT AND CONSULS-GENERAL.

Dominican Republic	Fenton R. McCreery, Mich.
Liberia	Ernest Lyon, Md.
Governor of Cuba	Chas. E. Magoon, Neb.

Increase of Strikes in Germany.

Consul-General Frank Dillingham, of Coburg, reports that in 1906 there were 3,228 finished or extended strikes in Germany, as compared with 2,403 in 1905. There were 16,246 factories affected by the strikes in 1906, while in 1905 there were 14,480. The number of persons who struck in 1906 amounted to 272,218, and in 1905 to 408,145.

Bishop of London Praises Football.

The Bishop of London, while in Cambridge, went to watch the Harvard football practice on Soldiers' Field. He said he believed the game to be highly beneficial. The American game is quite different from the game he played in England when younger, and therefore he had some trouble in understanding the maneuvers.

English Spinners' Visit.

Nearly 100 delegates from the cotton spinning centers of England will attend the International Convention of Cotton Spinners, which meets in Atlanta in October. They will make a tour of the Southern cotton belt.

Interesting Bits of Information.

THESE ITEMS ARE COLLECTED WITH REFERENCE TO THEIR SUITABILITY FOR USE IN THE UPPER GRADES OF THE ELEMENTARY SCHOOL AND IN THE HIGH SCHOOL.

The Emperor of China—or the Lady who rules China—and the Viceroy of India, taken together, govern more than half the population of the world.

No account of the treasures of Jesus College, Oxford, would be complete without mention of the great punch bowl given to the college nearly two hundred years ago by one of the famous family of Wynnes, of Wynnstay. It weighs 278 ounces. According to tradition it is to be the property of anyone who can span it with his arms in its widest part and then "floor" it when full of punch. This silver bowl is sometimes also used as a font in the college chapel.

A Korean Woman's Club.

The Korean ladies are following the example of their Western sisters. Many of the most prominent are members of the Korean Department of the Patriotic Ladies' Association. The Korean branch held its inaugural ceremony at the Japanese Club in Seoul, last winter. Marquis Ito delivered a speech, in which he expressed the hope that the Association might become a connecting link between Japanese and Korean ladies.

What is the Unluckiest Day?

Friday is often called an unlucky day. Why this should be done is hard to explain, for statistics prove that ill-repute to be entirely undeserved. In Germany, an investigation has been made which shows that of 9,948 weekly accidents and disasters, such as are commonly attributed to bad luck, 1,674 occurred on Monday, 1,551 on Tuesday, 1,631 on Wednesday, 1,547 on Thursday, 1,638 on Friday, 1,638 on Saturday, and 269 on Sunday. The uniformity of distribution of mishaps among the six secular days of the week is very striking. Monday holds the record for disasters.

Trolley Hospital.

Milwaukee has a novelty in trolley cars. It is a hospital car which has recently been put in service. The interior of the car is fitted with three leather upholstered permanent stretchers. Hooks are placed in the sides near the ceiling, from which a fourth stretcher may be suspended. At each end of the car are stationed cabinets supplied with complete surgical outfits. The car is electrically heated. Water in a two-gallon tank, fed from a larger receptacle, may be heated in the same manner. The car is not designed for city work, but in outlying districts first aid will be directed on the ground, instead of taking the sufferer to the city.

When the Chipmunk Sings.

In Manitoba, the chipmunk comes above ground about the first or second week of April, says Mr. Seton, in *Success*. Mounted on some log, or root, it reiterates a loud, chirpy "Chuck-chuck-chuck!" Other chipmunks run forth into the sunlight, and seeking some perch add their "Chuck-chuck-chuck" to the spring salute. They are active from this time of the year on, and their sunny morning chorus is not by any means confined to that original outburst. On April 29, 1905, at Cos Cob, I heard a chipmunk in full song. He kept it up for eleven minutes without ceasing, and uttered 130 chirps to the minute. He got no reply, tho he worked very hard and seemed tired toward the last.

Ammonia From Peat.

Consul Albert Halstead, of Birmingham, describes the new English method, called the "Woltereck" process, for the production of ammonia by passing a mixture of air and water vapor over peat kept at a low grade of heat in specially devised furnaces. Mr. Halstead, in summarizing the pamphlet, writes, in part, as follows:

The quantities of potential fuel contained in the peat bogs and the growing demand for foodstuffs make the problem of utilizing the bog lands a matter of urgent importance. A great difficulty in the commercial utilization of peat has always been the large amount of water it contains, which averages ninety per cent. To eliminate the existing moisture down to seventy per cent. is a comparatively simple matter, but to reduce the moisture to a degree where the peat can be utilized for fuel is a long and expensive process.

The Woltereck process has at last overcome this difficulty. By this new method it has been finally determined on a manufacturing scale that a minimum yield of five per cent. of sulphate of ammonia is obtained from the peat, calculated as theoretically dry. The chief products of the Woltereck process, namely, sulphate of ammonia and paraffin tar, have a practically unlimited market, and the market for acetic acid, acetates, and their derivative—acetone—is continually expanding, especially that of the latter, of which enormous quantities are required by the manufacturers of smokeless powder. In addition, the ash of peat is salable to the farmer as a cheap fertilizer, since it contains potassium salts, lime, and phosphoric acid.

DESCRIPTION OF THE PROCESS.

After the peat has undergone the necessary harvesting it is conveyed to the works and automatically fed into hoppers working with compressed air and quickly dropped into the furnaces. Here it is subjected to moist combustion by means of a blast of air charged with water vapor at a regulated temperature. The resulting gases contain paraffin tars, acetic acid, and ammonia. The paraffin tars are removed by the Woltereck scrubber, which retains all tarry matter without causing any condensation and consequent loss of ammonia. The acetic acid is next absorbed in the alkali tower, where the gases meet a hot solution of soda or milk of lime and combine with it to form acetate of soda or of lime, which may afterwards be treated for the recovery of acetic acid or the production of acetone. The gases pass from the alkali tower to the acid towers, where they meet a stream of hot sulphuric acid, which combines with the ammonia to form sulphate of ammonia, the chief object of the process. After the acid is completely neutralized it is drawn off to the crystallizing vats. The solution of the sulphate is there further concentrated and allowed to crystallize, and after centrifugalizing to remove any adherent liquor, is ready for shipment.

The paraffin tar is drawn off from the scrubber, when a sample of the oil therein solidifies on cooling. It is then subjected to distillation to remove the lighter oils, and a crude paraffin wax worth about \$19.50 a ton remains without further purification. The acetate solution obtained from the alkali tower is evaporated to dryness and distilled with sulphuric or hydrochloric acid to obtain concentrated acetic acid, or can be subjected to dry distillation to produce acetone.

Silk from Spiders.

At the recent French Colonial Exhibition at Marseilles one exhibit was a silk-like product obtained from a big spider living in Madagascar. This product may possibly be manufactured in future as a substitute for ordinary silk. A French Jesuit father, M. Cambone, has installed a testing plant at Tananarivo. Here the spiders are reared in order to be artificially deprived of their webs. Each spider will yield 150 to 600 metres (a metre is 39.37 inches) of silk thread at a time. These webs are of a very beautiful orange yellow hue.

Stone Quarries in Turkey.

Consul Harris of Smyrna, believes that there is a great future in Asia Minor for quarries and stone-cutting machinery. There is no doubt that the country was once very rich in stone and marble quarries. The ruins at Ephesus, Priene, Miletus, Laodicea and other important ruins, testify to the fact.

A local archaeologist of repute declares that the marble quarries which supplied material for the famous Temple of Diana of the Ephesians, have been rediscovered. None of the old quarries are now being worked. Large quantities of marble are imported into Asia Minor from Greece, Italy, and Marmora Island.

Cats for Cure of Plague.

Twelve cats recently sailed from London for India. They were sent under the care of the Salvation Army authorities, and are expected to make a fight against the plague. They are going directly to the Army colony at Muktipa.

Every cat has a separate cage. Large cans of sardines, tins of herrings, tins of condensed milk, New Zealand mutton, boxes of puppy biscuit, and forty pounds of rice, were taken for their use.

The Plague Commission in India proved last year that the plague is spread by rat fleas. It is hoped that the cats will gradually kill the rats. They will thus do away with the means by which the plague bacillus is carried from one to another.

Dentistry in Smyrna.

In answer to several inquiries made of Consul E. L. Harris regarding opportunities for American dentists in Smyrna, he submits the following report:

Up to a comparatively recent date the art of dentistry was practically unknown in the Levant. Extraction was the sole remedy for a toothache, and barbers were generally the only operators. At present the number of dentists in Smyrna is very large, altho but few of them have had a scientific training. There are two graduates of the Philadelphia Dental College and three who have been thru a course of study in Europe. These dentists have a good practice and are doing well. Their prices range, for a gold filling, between \$4 and \$4.50 and average \$2 for cement fillings. Dental supplies, especially artificial teeth, are purchased almost exclusively from England, altho many specialties are of American origin. In value these imports amount on an average to \$50,000 per annum. The reason for this indirect trade is that London houses have secured from American manufacturers the exclusive right of the sale of their products thruout the Continent. These houses have branches in all principal centers from where traveling men are sent out with stocks of supplies to the tributary towns. Such a branch exists at Constantinople. A representative passes thru Smyrna twice a year and spends five or six days visiting local dentists and providing them with the necessary supplies. Credit terms are allowed to responsible parties.

American dentists have occasionally made short

stays in Smyrna, and have found it very profitable in spite of the improvised nature of their installations. Taking into consideration the high reputation that is attached to American dentists, and also the fact that the number of people who take regular care of their teeth is continually increasing, an American practitioner would find a stay of a few years in Smyrna a paying undertaking. The cost of living here is rather low, and for about \$35 per month attractive quarters could be secured in a central locality. It must be borne in mind that the furniture of the rooms should be very tasty, and that the mechanical outfit should be complete. Rival local dentists are well equipped in this respect. It would be further advisable, before coming to Smyrna, to have a certain amount of advertising in the press; a few advance notices which would be looked after by this office.

Advertising in Argentina.

Replying to a letter from a Pennsylvania civic association relative to forms and the regulations governing outdoor advertising in Argentina, Consul-General A. G. Snyder writes from Buenos Aires:

"Outdoor advertising in this city is regulated by the municipality as to morality, etc., and advertisements cannot be placed anywhere within the city limits without the consent and authorization of the city authorities. Bill-board advertising is handled exclusively by the municipality, which puts up the boards and rents the space. A tax is imposed upon every kind and variety of advertising, whether in street-cars, railway stations, theaters, bars, restaurants, walls of houses, carts, or any building which is open to the public. The tax on wall advertisements, theater curtains, etc., is \$5 Argentine paper (\$2.13 American currency) per meter (meter 39.37 inches) per year. Taxes on other kinds of advertisements vary from \$5 to \$15 per meter, according to class, size, etc., as set forth by the Ordenanza General de Impuestos, which can be obtained from the municipality.

"The revenue derived by Buenos Aires from advertisements amounts to about \$250,000 Argentine paper (\$106,250 American currency) per year. Up to the present time there is no provision for city announcements in connection with any permanent advertising structures. Electrical advertising, embracing large electrical signs, etc., is as yet in its infancy in this city, and no rules for regulating same have been adopted."

A New Puncture Remedy.

A composition has been carried to England from Australia which, it is claimed, will prevent the puncturing of pneumatic tires on bicycles, motor bicycles, and motor cars. The new composition is shortly to be placed on the British market, and later it will be introduced into the United States. The preparation consists of a semi-liquid composition similar in color and thickness to cream. It is injected in a cold condition thru the valve into the inner tube of a pneumatic tire. The revolution of the wheel spreads the compound on the inside of the tire so that if the tire is punctured it exudes thru the hole, and coming in contact with the atmosphere congeals, completely filling the hole.

It is reported that in a motor tire treated with this composition a six-inch nail has been driven into a depth of three inches, and the nail being withdrawn, the car was then sent on a short journey. On returning, its punctured tire was found to be quite hard. It is asserted that there is no loss of resilience by the use of this compound; that it has a preservative effect on rubber. It does not, however, prevent a large hole or tear in the tube from being repaired by vulcanization in the usual way.

Rebuilding San Francisco.

That the rebuilding of the burned district of San Francisco has really been remarkable is shown by the figures of the State Harbor Commission in regard to the building material received by sea during the year ended June 30.

After deducting materials reshipped from there to other places on San Francisco Bay, the following are the totals:

Lumber, feet.....	788,802,866
Bricks.....	27,593,108
Gravel and crushed rock, tons.....	517,800
Cement, tons.....	80,317
Shingles.....	276,115,200
Laths.....	130,781,350
Stakes.....	4,361,775

Most of this material was sold at a large increase over the ordinary rates. Lumber sold as high as thirty-five dollars a thousand feet, and common hard brick as high as fifteen dollars a thousand.

The building permits, since the fire, up to July 31 last, show a total cost of \$78,250,620. As most of these buildings cost from a quarter to a third more than the architects' estimates, the true value of improvements finished or under way is fully \$95,000,000.

The poorest showing in the way of rehabilitation is in the residence district, which includes the fashionable residence section known as Nob Hill, crowned by the wooden palaces of the railroad and bonanza millionaires.

From Sacramento Street to North Beach, the building has been so general that in the extreme northern end and on the slopes of Telegraph Hill the land has been so well covered by modern buildings that one would never know there had been a fire. Standing on the summit of California Street one can see very few vacant spaces on Telegraph Hill and at North Beach, and the character of the buildings is superior to that before the fire.

This is the Latin quarter of the town. These people—Italians, Spanish, Portuguese, and French—are remarkably thrifty, and very independent of the regular labor unions. Thousands built their houses in co-operation; others actually constructed their homes largely with their own hands before going to work and after their return from the day's labor. Most of these people owned their own homes, and they rebuilt out of the proceeds of their insurance money.

Another district which has seen remarkable rebuilding is The Mission, which extends south of Market Street from Ninth to Twenty-sixth Street. Most of the dwellers in the district south of Market Street, known locally as "Tar Flat," moved out into The Mission, so that the population of that section has been quadrupled.

The houses are mainly of wood, but they are well built, and main avenues like Mission, Valencia, and Guerrero Streets, have been rebuilt in brick and concrete, with many fine stores and apartment houses.

This district is easily reached by several lines of electric cars, and it promises to improve more rapidly than any other residence section of the city.

But the phenomenal rebuilding has been in old Chinatown and in the business district north and south of Market Street, and east of Leavenworth. For several years before the fire there were periodical discussions of the plan of removing Chinatown to some distant part of the bay shore, where an Oriental city might be built which would not be a menace to the health or the morals of the white race. The folly of such talk may be seen from the

fact that about one-fifth of Chinatown was owned by Chinese.

These people, as well as the white owners of property, have shown more energy than any others in rebuilding their property. Whole blocks are practically rebuilt in substantial manner, many of the Chinese decorating the fronts of their buildings in the Oriental manner, with balconies painted in vivid reds and greens and yellows.

Scores of big Chinese wholesale stores are installed in this district, and it is expected that by early fall the 15,000 Chinese who migrated to Oakland, and formed a colony there, will return to their old quarters here in a body. The leading Chinese dealer in curios and silks has just contracted for a building in the pagoda style of architecture. In it he proposes to install the largest and finest collection of Oriental goods in this country.

About a score of tall office buildings were gutted by the fire. In some cases the walls were left intact, but in many cases part of the walls had to be taken down and rebuilt, and on others the stone facings were so much damaged by heat that they had to be replaced. Of these buildings more than half have been restored and are now occupied.

Of course, the rebuilding of the city has been greatly hindered by the high prices of materials and the wages demanded by the various labor unions. Since the fire, bricklayers have been getting eight dollars a day, carpenters six dollars, stone masons five dollars, concrete workers six dollars, plasterers five dollars, lathers nine dollars, plumbers six dollars, hod carriers five dollars, and so on.

"Old Curiosity Shop" to Go.

Tho most of the Americans who have paid a visit to the little, old-fashioned, red-tiled building in London, known as "The Old Curiosity Shop," immortalized by Dickens, are aware that Little Nell never dwelt there, the place has possessed a sentimental interest which has drawn a large number of literary pilgrims to it annually. The inhabitants of the neighborhood cherish the idea that many Americans have paid fancy sums to be conducted over the premises and to obtain souvenirs of Little Nell.

The old building was once occupied by Tessyman, who was Thackeray's bookbinder, and was well known, not only to the author of "Vanity Fair," but to Dickens, Jerrold, and other writers, who used to gossip with him. It is possible that the legend as to the building being the real "Old Curiosity Shop" originated in Tessyman's occupancy of the premises, for he dealt in all sorts of rubbish. Another suggestion is that a waggish sign painter who was commissioned to write a name over the front invented the story of the shop being immortalized by Dickens.

However that may be, the premises are shortly to be demolished in order to permit the widening of the roadway.

Fish in Japan.

Sardines form an important product of Japan. More of the canned sardines in the market come from Japan than from any other country. A large proportion of the sardines taken in Japanese waters is used to fertilize the soil. The oil is compressed out of the fish, which are then dried.

Bass are abundant in Japan, altho they are said to be inferior in quality to the American bass. Cod-fish are obtained in large quantities along the north coast of Japan.

The strong eat well, sleep well, look well. The weak don't. Hood's Sarsaparilla makes the weak strong.

Notes of New Books.

Even the resourceful teacher of chemistry is frequently at a loss to supply his pupils with the laboratory work which will prove most helpful in demonstrating the laws and principles under discussion. William McPherson, Ph.D., and William E. Henderson, Ph.D., have prepared a small book, entitled *EXERCISES IN CHEMISTRY*. It is issued with special reference to the authors' *AN ELEMENTARY STUDY OF CHEMISTRY*, but can be used with any up-to-date text-book. The experiments described are generally simple, and demand no more apparatus than will be found in the ordinary school laboratory. Directions are clear and concise, and the illustrations which accompany them, very helpful. The volume will aid the instructor to present to his class a well-balanced and thorough course in elementary chemistry. It is well planned and carefully executed. (Ginn and Company, Boston. 40 cents.)

The *LABORATORY EXERCISES IN GENERAL ZOOLOGY*, by Prof. Glenn W. Herrick, of the Mississippi Agricultural and Mechanical College. This laboratory manual makes provision for the pupil to acquaint himself thru individual observation with a typical member of each animal group, and to acquire a first-hand knowledge of the processes and characteristics of that type. The types selected are such as may be readily obtained in any part of the country. The directions for study are clear and explicit, and are so arranged that the pupil will have his observations classified and his data thoroughly understood. Ample directions for field work are also included. Alternate leaves, thruout the book, are left blank for written notes to be made by the pupil. (Cloth, 12mo, 110 pages. 60 cents. American Book Company.)

The new three-book series of the *HAMILTON'S ARITHMETICS* (Supt. Samuel Hamilton, of Alleghany County, Pa., author), has a two-fold aim: first, to give the pupil mathematical skill; second, to give him mathematical power. To these ends the following points contribute: 1—The prominence given to drill intended to give skill. 2—The "Study of Problems" intended to give mathematical power. 3—The plan which provides an easy treatment of each subject before the complete treatment. 4—The easy steps in gradation. 5—The emphasis given to business arithmetic. 6—The abundance of exercises for oral drill. The importance of oral drill has led the author to lay special emphasis on this kind of work. Pupils should be drilled thoroly on the oral development and exercises in each subject, before taking up the written work. The two treatments of topics, the number and variety of problems, the systematic reviews and the easy steps in the gradation of the work will certainly meet with the approval of teachers. The series includes the *PRIMARY ARITHMETIC* (Cloth, 12mo, 232 pages, with illustrations. Price, 35 cents.); *INTERMEDIATE ARITHMETIC* (Cloth, 12mo, 270 pages, with illustrations. Price 40 cents.) *SCHOOL ARITHMETIC*. (Cloth, 12mo, 371 pages, with illustrations. Price, 45 cents.) (American Book Company, New York.)

A child finds his truest and freest self-expression during the first two or three years of his school life, in singing. It is by singing that his sense of rhythm is aroused and developed; by singing with other children his social sense is first awakened, and most of the games designed to develop this community feeling and action depend largely on the song that accompanies them, for their success.

The songs, to accomplish what they should, must be perfectly suited to the needs and tastes of the children. It has been remarked that the majority of children's books are written to please grown-ups. The same might be said of the songs written for children; they are, in large measure, what certain people think it would sound cute to have children sing, and not what the children would choose for themselves. Hence the failure of most of the collections of child songs. Alys E. Bentley, director of music in the Washington schools, has prepared *THE SONG PRIMER* and the *TEACHER'S BOOK*, to accompany it, from years of observation of what children actually like, of what they sing with zest, of what leads them to forget themselves in participation with the rest of the class. The songs are those to which children have given their own unconscious, but hearty, endorsement, by the way they sang them.

Miss Bentley has not sought to advance a system, or set forth a doctrine. The book may be adopted to any method preferred by the teacher. It is simply designed as the first singing book to be placed in the hands of the child. At the same time, there is an abundance of suggestions and directions in the *TEACHER'S BOOK* which will prove of great assistance.

The *PRIMER* itself is a dear little book with dainty pictures of the things which interest little folk and illustrate these songs, which they love. The *SONG PRIMER* is unquestionably the most satisfactory first book in singing that has yet appeared. A wide popularity is assured. Teachers will find it delightful and helpful. (A. S. Barnes and Company, New York. The *SONG PRIMER*, to schools, 30 cents. The *TEACHER'S BOOK*, \$1.00.)

Paul Valentine Bacon has adapted Lange's German Method in preparing his *GERMAN GRAMMAR FOR BEGINNERS*.

The book is in two parts, of which the first contains simple continuous reading of the easiest kind, and the second, lessons with exercises, vocabularies, rules, etc., all brought into use and exemplified by the corresponding position of the first part. In this way the pupil is spared the inanity of the disconnected sentence-reading thru which most books force him to wade, before continuous reading of any sort is taken up. Short sentences for translation both into English and German are furnished for the illustration of certain points, but the acquiring of the power of reading German is made to depend on the continuous reading; the other is merely supplementary. Thruout the book drill is insisted upon, and a knowledge of fundamentals is assured if the author's plan is followed with care.

It is an excellent "first" book, well arranged, and thoroly adequate. It may be easily adapted to any particular method favored by the instructor, but will probably be most successful when used according to the method suggested by the author. (Allyn and Bacon, New York.)

One of the features of David S. Muzzey's *BEGINNER'S BOOK IN LATIN* is the condensation of the formal training on inflection and syntax, so that a considerable portion of the first year may be left for the reading of simple, continuous prose. No one need call the attention of teachers to the blank embarrassment which overtakes most classes when first confronted by *Caesar*. The present author has sought, as far as possible, to do away with the shock usually produced by the first dip into continuous reading. The preliminary training, however, to enable pupils to undertake this more advanced and more interesting part of the work, must be carefully outlined and very thoroly. This somewhat abbreviated, but adequate, drill in forms and syntax has been well supplied in the present volume. The training given is well arranged, and should prove sufficient for the purpose.

The method employed in the book has already been abundantly vindicated in many class-rooms, and the present exposition of it is unusually satisfactory. It is a particularly practical volume. Dr. Muzzey is connected with the Ethical Culture School of New York. (Longmans, Green & Co., New York.)

George Herbert Clarke, M. A., formerly professor of English in Mercer University, has made a selection from the poetical works of Shelley, and edited them with introduction and notes for the *RIVERSIDE LITERATURE SERIES*. A glance thru the pages of the volume assures one that Mr. Clarke possesses a true appreciation of the poet, and that his choice has been wise. Shelley is one of the hardest poets to present successfully in class, and the preparation of a volume of such selections as are best adapted for the purpose will materially aid teachers. The notes are plentiful and helpful, and the introduction gives sufficient of Shelley's life and character to interest students and explain many points sure to arise in the reading of his poetry. It is a thoroly scholarly and workmanlike volume, full of good points.

The book is illustrated with a portrait of the poet and of his early home, Field Place. (Houghton, Mifflin and Company, Boston. Paper, 45 cents. Cloth, 50 cents.)

The address delivered by Henry Laurens Call, before the American Association for the Advancement of Science, at Columbia University, in December, 1906, has been issued in book form. Mr. Call's paper entitled *THE CONCENTRATION OF WEALTH*, at the time of its delivery, created quite a stir among the papers of the country. It was quoted and re-quoted and commented upon from many view points. Its appearance in permanent form will doubtless bring it once more into public notice. Few will reach the conclusions deduced by the author from the facts which he presents, but many will find in it abundant material for serious reflection. A book of earnest thought and strict honesty of purpose. (The Chandler Publishing Company, Boston.)

Books Received.

Haskell, Helen Eggleston.—*BILLY'S PRINCESS*. L. C. Page & Co.

Nixon-Roulet, Mary F.—*OUR LITTLE BRAZILIAN COUSIN*. L. C. Page & Co. 60 cents.

Smith, Ruel Perley.—*THE RIVAL CAMPERS ASHORE*. L. C. Page & Co. \$1.50.

Taggart, Marion Ames.—*THE DOCTOR'S LITTLE GIRL*. L. C. Page & Co. \$1.50.

Borgerhoff, J. L.—*LAURIE'S MEMOIRS D'UN COLLEGIEN*. American Book Co. 50 cents.

Hale, William Gardner.—*A FIRST LATIN BOOK*. Atkinson, Mentzer & Grover. \$1.00.

Little, W. F.—*MULLER'S NEUE MARCHEN*. American Book Co. 30 cents.

Shippee, L. B., and Greene, N. L.—*STORIES FROM FRENCH REALISTS*. American Book Co. 40 cents.

Tanner, J. H.—*HIGH SCHOOL ALGEBRA*. American Book Co. \$1.00.

Chandler, Frank Wadleigh.—*THE LITERATURE OF ROQUEBURY*. Vols. I., II.—Houghton, Mifflin & Co. \$3.00 net, per set.

The Educational Outlook.

The Pittsburg evening high schools opened on October 7 with an enrollment of 654 pupils, one-third of whom were girls. The schools were opened with a mass meeting presided over by S. C. Jamison, president of the Board. Mayor George W. Guthrie made the principal address, speaking on "Our City and Country."

Superintendent Chancellor is planning to effect a reform in the secret societies of the Washington schools by requiring that all meetings be open to teachers and parents. "Of course," says Dr. Chancellor, "I am too much of an American to say that the pupils have no right to organize for legitimate purposes, and to limit their membership; but the feature of secrecy is un-American. I believe these fraternities frequently try to insure or prevent the graduation of pupils, and do other things entirely inexcusable from the true American's viewpoint."

The Schoolmasters' Club of Illinois held a successful meeting at Peoria, on October 11 and 12. One of the most interesting features of the session was an address by Mr. Keith, of Normal, on "Socializing the Materials and Methods of Education."

Springfield, Ill., has opened a night school for foreign-born citizens over the regular school age. The course will be purely an elementary one in reading and writing English, arithmetic, and United States history. Prin. J. M. Humer, of the Dubois School, is in charge.

The Inter-County Teachers' Association of southwestern Indiana has formed a permanent organization with the following officers: President, Supt. F. W. Cooley, of Evansville; vice-president, Supt. Harold Barnes, of Princeton; secretary and treasurer, E. G. Bauman, of Mt. Vernon. Another meeting will be held in Evansville, November 29 and 30, at which time there will be several lectures.

The Board of Education of Washington is planning to ask Congress for an appropriation of \$3,000 to enable them to employ an architect especially for the work of planning school buildings and additions. By the present method there is much delay and in the congested condition of the schools this is most serious.

Superintendent Brooks and Principal Weaver, of the Girls' High School of Practical Arts, came down from Boston the other day to visit the Washington Irving High School. Last June Mr. Weaver spent three days studying this school, in company with the Assistant Superintendent, Mrs. E. C. Ripley.

John J. Savitz has been appointed superintendent of Union County by the New Jersey State Board of Education. Mr. Savitz has been superintendent at Westfield. He succeeds W. J. Shearer, who has held the position for seven years, and was also at the head of the Elizabeth school system.

Governor Hughes, in his speech at Jamestown, gave clear expression to the truth in several trenchant sentences. For instance:

"He most surely attains the highest success and the greatest happiness who, in the zealous exercise of his talents finds the path of service, and whose achievements are a benediction to mankind."

And again:

"The cry 'Every man for himself' is out of date. The demand of the future will be 'Every man for the people.' No one can be permitted to put private

interests above the public advantage."

The consistency with which he holds himself to his doctrines has won for them universal respect.

Arthur J. Collins is the superintendent at Lewistown, Me., this year.

The University of Georgia has begun its 108th year with a record enrollment. The total attendance this year will be 500. The faculty has also been increased.

Boston Course of Study.

The public schools of Boston have begun the year with the course of study thoroughly revised. English has been made the central feature. Arithmetic has been simplified and made practical in its relation to practical life. In geography stress is laid upon human life, commerce, and industry. Commercial geography is given a prominent place. More time is given to spelling than before.

Physical training has been almost revolutionized. Hygiene has been given precedence over physiology; weight is given to knowledge of the health of the home and the community. Beginning with elementary personal hygiene, pupils are taught correctness in food, exercise, posture, sleep, and habits. In the next grades personal hygiene that teaches how to make the body healthful, strong, and graceful, has place. In the seventh grade comes, for the first time, a little physiology; then more personal hygiene, together with home hygiene. In the eighth grade attention is given to public hygiene.

Investigating Commission Appointed.

Governor Deneen, of Illinois, has announced the appointment of the educational commission created by the last general assembly. The commission will make a thorough investigation of the school system. State Supt. Francis G. Blair, under terms of the act, is ex-officio chairman of the commission and the seventh member. The other members are Edmund J. James, president of the University of Illinois, Urbana; R. E. Hieronymus, president of Eureka College, Eureka; Alfred Bayliss, president of Western Normal School; Supt. Edwin G. Cooley, Chicago; Supt. A. F. Nightingale, of Cook County, Chicago; Prin. Harry Taylor, of Harrisburg Township High School, Harrisburg.

The commission will have its headquarters in Springfield, where it is probable, also, the majority of the meetings will be held.

The Legislature appropriated \$10,000 for the work which the commission will have to do during the next two years in formulating a report to the forty-sixth general assembly.

Against Co-Education.

President Hamilton, of Tufts College, in his annual report, condemns co-education. He prophesies that every institution in New England where the sexes are together in the class-room will ultimately become girls' colleges.

"The average young man," Dr. Hamilton says, "will not go to a co-education institution. He is not comfortable with the women in the class-room. I do not believe that Tufts ought to go out of the business of educating women, but I do believe that it should educate its women separately."

New Head at Oshkosh.

Mr. J. A. Keith has been selected to succeed the late Rufus H. Halsey as president of the Oshkosh, Wis., Normal School. Mr. Keith goes from the State

normal school at Normal, Ill., where he was head of the training department. He is a graduate of this school and of Harvard University, from which he also received his master's degree in 1900. He has taught at the Normal University and at the Northern Illinois normal at DeKalb. He is thirty-eight years old, and shows every promise of being a successful administrator of this important school.

A General Increase.

Substantial increase in the wages of Iowa teachers is shown by the reports from more than sixty county superintendents to State Superintendent Riggs. A very large majority of the counties report that in most of their districts the average rate of wages paid to teachers has been advanced.

The reports of the county superintendents also show that there is not such a shortage of teachers as was thought. Probably, however, it is larger than in former years, but not substantially greater.

Superintendent Riggs sent a list of fifteen questions to all parts of the State and from the replies received is preparing some very interesting statistics.

Bar "Frats."

Washington has shut fraternities out of its schools by adopting the following rule:

There shall be no organization of any society or association among pupils as such, except that musical, literary, and athletic societies and clubs, of open membership, whose boards of governors shall be composed of equal members of teachers and pupils, and senior class organizations in high schools, may be permitted on the written order of the superintendent of schools, the same to be reported to the Board of Education."

Change State Superintendents.

Georgia has just lost a most faithful promoter of her educational interests, in the resignation of the State Commissioner, W. B. Merritt. Mr. Merritt's administration has been capable, and much of the State's recent progress in educational matters is due to his earnest efforts.

The Governor has appointed Jere M. Pound, of the Georgia Normal and Industrial College to succeed Mr. Merritt.

Special attention was first attracted to Mr. Pound when he was president of Gordon Institute, at Barnesville. His success there was notable. As superintendent of Bibb County he was eminently successful, and the effect and influence of his work are felt in the system to-day.

Students Down Hazing.

At a meeting of the senior class of the University of North Carolina, the following resolution was adopted:

"We are gratified to note that hazing has almost become a thing of the past at the University of North Carolina. We therefore heartily commend the sophomore class for the sane manner in which they are looking at this question, and we pledge ourselves, as a class, to use all fair and reasonable means to maintain the present status of affairs."

Dr. A. J. Battle, long connected with educational work in Georgia, died on September 29 at the age of eighty-one years. He served as president of the Baptist College of Tuscaloosa, and of Judson Female College, of Marion, Ala. He became president of Mercer University in 1871, and after eighteen years was elected the president of Shorter College, of Rome.

The Rod.

The co-operative committee of the City Federation of Women's Clubs, a few days ago held a meeting at which the subject of corporal punishment came up for discussion.

"We all know that there was a great deal of cruelty in the schools when the rod was used," said Mrs. Belle de Rivera. "It is not safe to give any man the power to punish a little child in this way."

"Nor any woman," put in a voice from the back of the room.

Mrs. Silas P. Leveridge, who had raised the subject, apropos of the recent discussions of the School Board on the subject, explained that no one was anxious to see the rod restored.

"Everyone recognizes its danger," she said, "especially in the case of another person's child. But everyone who is at all familiar with educational matters realizes that some more effective means of controlling unruly children has to be found. The situation has grown out of our immigration problem, and the part-time classes, which turn the children out into the streets when they ought to be in school, have aggravated it. The crowded neighborhoods are full of children who are running wild and growing up absolutely without control. They have lost all respect for their foreign and non-English speaking parents, and with that respect has gone all regard for authority. This is the problem the schools have to face."

From Pittsburg comes a comedy of errors in connection with this subject. Halbert Knightlinger and Albert Knightlinger, are thirteen-year-old twins who look so much alike that the teacher at school cannot tell them apart. They were always getting into trouble and blaming it on each other, and Miss Carrie Singer, their teacher in the Soho School, has at times punished the innocent one for an offence committed by his brother.

She made this mistake so often that yesterday she appealed to Prof. John A. Hollinger, the assistant principal, who decided to whip both of them, so he would get the right one. He did. Now he will have to answer a charge of assault and battery made against him before Alderman McDowell by Mrs. Mary Knightlinger, the mother of the twins.

Pittsburg is also the scene of another spanking incident. A young lady of thirty-five remained out one night until late, without her parents' permission. Upon her return her father administered corporal punishment in accordance with the rules of procedure laid down of old.

"Your father has a perfect right to spank you so long as you remain under his roof, if you are disobedient," ruled the court, in exonerating the father from the charge of assault and battery brought by the daughter.

Pupils Give Corn, Cotton, and Poultry Exhibit.

On October 4, Cuthbert, Ga., was the scene of one of the greatest educational rallies ever held in the State. All the schools in Randolph County were closed. A contest in corn, cotton, and poultry by pupils of the schools, attracted a great deal of attention and showed the interest taken in agricultural training.

"I wish," said Governor Smith, "all of the men in Georgia could see how splendid the investment of time and money devoted to school work has been for the people of Randolph County. Your success, your progress, the growth which your children are making is a superb argument for four things connected with your rural schools."

In and About New York City.

The first meeting of the New York Educational Council will be held on Saturday, October 19, in the lecture room of the Twenty-third Street Y. M. C. A. The meeting will begin at eleven o'clock. The address will be given by Dr. McLachlan, of the Jamaica Normal School. He has chosen for his subject "The Spirit of the Teacher." Superintendents, principals, and teachers are invited to be present. Not only is an interesting address assured, but also a real live discussion of the subject. Pres. O. I. Woodley, of Passaic, N. J., is president of the Council, and Supt. Marcellus Oakey is secretary.

The Schoolmasters' Association held its regular meeting at the Brearley School on October 12. Dr. Frank Rollins, principal of the Stuyvesant High School, and the new president of the Association, delivered his inaugural address on "Industrial Education and Culture." This was followed by a spirited discussion of the topic. Some plans were brought forward for the future development of the Association.

The various branches of the Y. M. C. A. in Greater New York, expect a total enrollment of 6,000 in its educational classes this year. Forty-two thousand men and boys were in such class work in this country and Canada, last season, an increase of over 5,000 in one year.

The Board of Estimate has been forced into an uncomfortable position by two contending forces in the salary revision discussion. The Board is anxious to see teachers' salaries placed on a higher level, and seems willing to grant additional funds for this purpose. The funds thus granted would, of course, be used by the Board of Education to put in operation the revised schedule which it has already adopted tentatively. The plan has, however, met with such general and vigorous opposition on the part of teachers and principals that the Board of Estimate hesitates to grant the money which will be used for putting it into operation.

Plans have been approved by the Board of Education for two new forty-class-room buildings. One will be located at 189th Street and Lorillard Place, Bronx, and the other at Myrtle and Washington Avenues, Queens. The buildings will each be equipped with two kindergartens, a science room, cooking room, workshop, gymnasium, auditorium, and playgrounds, while the Bronx school will also be provided with baths.

Associate Superintendent Edson will give a free lecture on the group system of teaching and methods of promotion, on Tuesday, October 22, at the Brooklyn Training School for Teachers, Prospect Place, near Nostrand Avenue.

The Schoolmasters' Club of New York met at a dinner on October 12 at the Hotel St. Dennis. Dr. Rudolph Leonard, dean of the faculty of law of the University of Breslau, spoke on "Some Characteristic Qualities of the German Universities." Dr. Leonard, it will be remembered, is the Kaiser Wilhelm professor at Columbia University this year.

Columbia University opened a Saturday morning class in kindergarten and primary work on Saturday, October 12. This course will endeavor to make clear to kindergarten and primary teachers the unity of purpose and problem in their work. It will consider the work of the kindergarten and the first two grades of the primary school, the continuity of both subject-matter and method of instruction—the differentiation of the activities and interests of the kindergarten into the subject-matter of the primary.

Revisers Ask Board's Aid.

The Charter Revision Commission has sent a request to the Board of Education for suggestions as to how the provisions in the charter covering educational affairs may be altered, if this is found necessary. The matter was referred to the By-Laws Committee of the Board, which will make an early report in order to facilitate the work of the commission. Members of the Board will submit personal suggestions to the committee.

Help the Girls.

The girls' branch of the Public Schools' Athletic League has sent out an appeal for financial aid. Since the girls give no exhibitions to which admission can be charged, it is necessary to raise funds in some other way.

Grade teachers are instructed by the girls' branch (in events suitable to the needs of school girls) free of charge, on condition that these teachers in turn help to teach their girls after school hours. The girls' branch, being a private organization, bears the expense of the instruction of the city's teachers.

There are over 200 teachers anxious to give their services to their school girls, and 3,000 girls begging for after-school games and folk-dancing.

Any contributions to the work of the League may be sent to the secretary, Mrs. Arthur J. Trussell, 48 West Fifty-fourth Street, or to the assistant secretary, Elizabeth Burchenal, 500 Park Avenue, Manhattan.

To Punish Parents.

In his annual report, which has just been made public, President Winthrop, of the Board of Education, criticizes the City Magistrates for failing to punish by fines or imprisonment those parents who are brought before them for neglecting to send their children to school, according to the provisions of the Compulsory Education Law.

"Several Magistrates are either not familiar with the provisions of the Compulsory Education Law or else lack proper sympathy with its aim and purposes," says the report. "Statistics from the Bureau of Compulsory Education show that 3,360 cases of truancy last year were due to neglect of parents and yet it seems difficult to convict such persons in some of the Magistrates' courts."

"Out of 746 such cases brought before City Magistrates in 1906-1907, only 194 were punished by fine or imprisonment. In other words, less than twenty-six per cent. of persons brought before the City Magistrates on this charge were punished."

The present force of truant officers is entirely inadequate. President Winthrop suggests that their number be increased from seventy-seven to one hundred.

Rheumatism

Is one of the constitutional diseases. It manifests itself in local aches and pains,—inflamed joints and stiff muscles,—but it cannot be cured by local applications.

It requires constitutional treatment, and the best is a course of the great blood purifying and tonic medicine

Hood's Sarsaparilla

which neutralizes the acidity of the blood and builds up the whole system.

In usual liquid form or in chocolate tablets known as **Sarsatabs**. 100 doses \$1.

Group System Discussed.

Superintendent Maxwell has urged that the principals, so far as possible, give the group system of teaching and grading a trial. Many of the principals have done this. In doing so they have had to face a number of new problems, and these furnished topics for discussion at a recent meeting of the Schoolmen. The general principle of so grading the school that the machine-like division of children may be obviated so far as possible, and that the needs of each scholar may receive individual attention, so far as may be, was of course, unquestioned.

The problem was how to effect this end without reducing the school to chaos. Associate Superintendent Edson, and District Superintendents Taylor and Schaufler, gave helpful suggestions. Dr. Edson mentioned a number of advantages of dividing a class into two divisions. In the first place, it is easier to keep twenty pupils mentally alert for twenty minutes than to keep forty pupils alert for forty minutes. Furthermore, where the classes are divided there is a definite time fixed for study, and the time allotted to a subject is not devoted exclusively to recitation purposes. There is also better opportunity for giving individual attention to pupils. Under such a system the pupils who are left back need not be required to do all of the work of the grade over again, but may be permitted to do more advanced work.

Dr. Edson outlined a daily program for a class divided in this manner, as follows:

SIXTH YEAR.

Period.	Subject.	Group.
Hour. Mins.		A B
9.00	15 Opening Exercises.....	— —
9.15	15 Study.....	— —
9.30	10 Arithmetic (Mental).....	— —

9.40	15 Arithmetic A.....	— *
9.55	15 Grammar.....	— —
10.10	15 Writing.....	— —
10.25	10 Recess—Physical Training..	— —
10.35	15 Arithmetic B.....	— *
10.50	15 Reading A.....	— *
11.05	15 Reading B.....	— *
11.20	40 Drawing and Construction Work.....	— —
12.00	60 Intermission.....	— —
1.00	15 Study.....	— —
1.15	25 Composition.....	— —
1.40	25 Geography or History A.....	— —
2.05	10 Physical Training.....	— —
2.15	25 Geography or History B.....	— *
2.40	10 Spelling.....	— —
2.50	10 Music.....	— —
3.00	Dismissal.....	— —

The other officers elected were: vice-presidents—Manhattan, Miss Alida S. Williams; Brooklyn, Miss Annie B. Moriarty; Bronx, Miss Emma McCabe; Queens, Miss Elizabeth A. Loughlin; Richmond, Miss Rebecca Ludlum; secretary, Miss Isabelle A. Ennis; treasurer, Miss Ellen T. O'Brien.

The report of the Executive Committee was read by Miss Strachan. It was enthusiastically received, especially the following portions:

"This Association was not organized to obtain increases of salary. It seems very difficult to make people believe that. Two hundred dollars will not buy the silence or kill the enthusiasm of the women who are working to establish the principle for which we waged so vigorous a campaign last year. The proposed increases, if granted to the women, will lessen the discrimination and make our work easier. One of the greatest injustices—that a woman teacher of boys in the graduating class still gets \$900 less than the man teacher—is continued. The assistant to principal will receive an increase of only \$200, and her salary will be \$360 less than those of men teaching in the grades even as low as the 2B, and \$600 less than that of men in the graduating class. The principle of equal pay has not been recognized. We must continue the fight until it is acknowledged and put into practice."

In view of the heavy expenses which the Association anticipates, the yearly dues have been raised from fifty cents to a dollar.

Miss Strachan President.

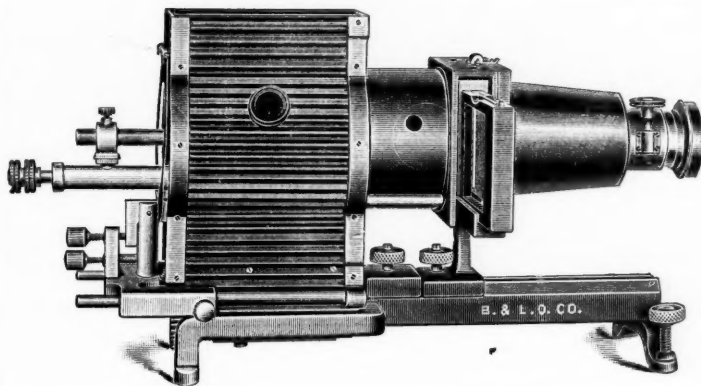
The election of District Supt. Grace Strachan as president of the Interborough Women Teachers' Association, means a vigorous continuation of the equal pay campaign.

Miss Strachan is one of the ablest women in the New York schools, and her well-planned direction of the teachers' efforts before the Legislature last year, showed her to be a natural leader.

It was in recognition of her unselfish service—Miss Strachan will gain nothing personally by a victory for the women teachers—in the past, and as a reaffirmation of the principles for which they stand, that her election was heartily approved.

Mrs. N. Curtis Lenihan, who was unable to be present at the meeting, sent a letter asking that she be not re-nominated for the presidency on account of her health, but promising her earnest support in all the Association's undertakings.

The sixth American edition of "The New Knowledge," by Prof. Robt. Kennedy Duncan, is now in press. This large success is very gratifying, especially as it indicates that the general public does not hesitate to acquaint itself with science, when written in a popular style.



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NEW SCHOOL PROJECTION LANTERN C.

Designed especially to meet the demand for a lower priced instrument than our Lantern D. Built on the same general plan it possesses many of the excellent features of that model.

It is simple, efficient, portable, stable and convertible. Can be used single or double with a dissolver. It is made for use with arc light or acetylene gas.

Can be fitted with microscope so as to cover the ordinary range of High School projection work.

Price complete as shown above, \$50.00; with acetylene burner, \$45.00.

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"I had eczema nearly fifteen years. The affected parts were my hands, arms, and legs. They were always itchy, and I could not keep from scratching them. I had to keep both hands bandaged all the time, and at times I would have to tear everything off my hands to scratch the skin. I could not rest or sleep. I had several physicians treat me, but they could not give me a permanent cure, nor even could they stop the itching. After using the Cuticura Soap, one box Cuticura Ointment, and two bottles Cuticura Resolvent for about six days the itching had ceased, and now the sores have disappeared, and I never felt better in my life than I do now. Edward Worell, Band 30th, U. S. Infantry, Fort Crook, Nebraska."

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President Gross' Annual Message

Pres. Magnus Gross, in his annual address to his fellow members of the New York City Teachers' Association, speaks a wise and temperate word on the subject of salary revision. He deprecates the injury to the schools which a pitting of the women against the men would produce. He clearly defines "equal pay," and corrects many erroneous impressions as to what the movement really stands for. Mr. Gross is not an "equal pay" advocate in the usually accepted meaning of the term, but he is a strong supporter of the movement for more equitable salaries for the women. The conclusion which he reaches is sane and his advice is excellent.

"The keynote," he says, "of all great legislation from the adoption of the Constitution to the present day is compromise. The men and women in our ranks must get together and agree upon a common plan of action, even if it involves radical changes in our educational policy. In no other way can peace be permanently assured, and peace is essential to the dignity of the profession, necessary for full harmony and efficiency in our work, and most needful in our influence upon the children."

"One possible solution of the question, indicated by arguments already outlined, lies in a gradual redistribution of part of the teaching force, so that women teachers of boys' classes of the last two years would be transferred (at deservedly higher than their present salaries) to similar girls' classes, no men employed below the seventh year, and all men removed from girls' classes."

"The hostile attitude maintained toward the Board of Education and the Board of Estimate by some of the too ardent partisans in the past campaign does not add dignity to our aims nor support to our contention. While we have a perfect right as citizens to discuss the plans and policies of any department of our Government, teachers especially should do so in a broad and tolerant spirit, as demanded by their intimate relation to future citizens."

"We must not forget that the Board of Education is limited in its power to meet the demands of the teachers by the appropriation allowed by the Board of Estimate, and the latter body is restricted

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"There seems to be but one way to secure permanently a just wage for the men and women in our ranks, and that is to devise some plan whereby the enormous and rapidly increasing cost of our system can be so reduced on its material side that the authorities would be able to grant an increase in salaries (adequate to the cost of living and professional demands) without adding to the great and increasing burden which our school system places upon the city's resources."

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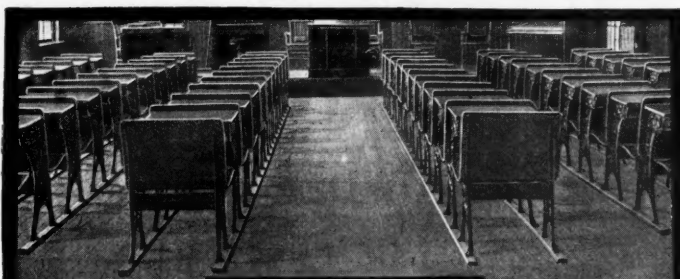
Grade Teachers' Conferences.

The following list will show the dates and places of meeting of the grade conferences planned by the New York Teachers' Association.

The conferences are to be informal, their principal purpose being the discussion of questions concerning class-room problems and difficulties.

*Centers.		Dates.	
P.S.	Grades.	Oct.	Nov. Dec.
14, 225 E. 27th St., first year	4	2
6, Mad. Ave. and 85th St. second year	6	4
165, 108th St. Amst'm Ave. third year	7	5
186, 145th St. Amst'm Ave. fourth year	21	11 9
24, 128th St. Amst'm Ave. fifth year	23	13 11
Sixth year	24	14 12
*Teachers to use individual preference as to choice, seventh and eighth years:			
Arithmetic	28	18 16
Geography and history	30	20 18
English	31	21 19

Mr. Charles Battell Loomis, author of "A Bath in an English Tub," "Minerva's Maneuvers," etc., published by A. S. Barnes & Company, is traveling in Ireland. His publishers think that the trip was encouraged by the large sale of "A Bath in an English Tub." They feel confident that on his return he will have a good supply of material to interest his large public. Possibly there will be "A Bath in an Irish Tub" in the near future.



Dustless Schoolrooms

The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

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